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ABSTRACT

This final report contains narrative information and statistical data on the 3-year Infant Development through Enriching Activities (IDEA) program. The project was designed to increase the potential for academic success of high-risk, low-income children by promoting motor, social and language development through home intervention. Approximately 450 Mexican-American children, ages 1-5, were included in the program . Feedback from weekly home visits and from pre- and post-testing was used to determine the mother's and children's progress. Narrative information is presented in a question-answer format accompanied by data tables. Statistical information on parents, children and other project aspects make up more than half of the report. (SDH)

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FINAL PROJECT REPORT
Under Title III E.S.E.A. - No. 0478
1970-1973

PS

AUG. 28 1974

INFANT
DEVELOPMENT
THROUGH
ENRICHING
ACTIVITIES

Submitted by:

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FINAL PROJECT REPORT

Project No. 0478

PROJECT I.D.E.A.

Infant Development through Enriching Activities at home

Submitted under the provisions of Title III, E.S.E.A.
P.L. 89-10 as amended by P.L. 90-247

Submitted by:

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June 30, 1973

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END OF BUDGET PERIOD REPORT

and

FINAL PROJECT REPORT

ESEA TITLE III

COMPONENT I

STATISTICAL DATA

ORIGINAL COPY

Bureau of
Instructional
Program Planning
and Development

California State Department of Education
721 Capitol Mall
Sacramento, California 95814

ESEA TITLE III STATISTICAL DATA
Elementary and Secondary Education Act of 1965
(P.L. 89-10 as amended by P.L. 90-247)

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THIS SPACE FOR STATE USE ONLY →	County	District Code	Project #	Type	

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM *(Check one)*
A ☐ INITIAL APPLICATION FOR TITLE III GRANT OR RESUBMISSION
B ☐ APPLICATION FOR CONTINUATION GRANT
C ☒ Final Project Report

2. IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE ASSIGNED PROJECT NUMBER
0478

3. MAJOR DESCRIPTION OF PROJECT: *(Check one only)*
A ☐ INNOVATIVE
C ☐ ADAPTIVE
B ☐ EXEMPLARY

4. TYPE(S) OF ACTIVITY *(Check one or more)*
A ☐ PLANNING OF PROGRAM
B ☐ PLANNING OF CONSTRUCTION
C ☐ CONDUCTING PILOT ACTIVITIES
D ☒ OPERATION OF PROGRAM
E ☐ CONSTRUCTING
F ☐ REMODELING

5. PROJECT TITLE *(5 Words or Less)*
Prescriptive Activities to Fulfill Intellectual Potential Change to Infant Development through Enriching Activities.

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. *(See instructions)* The purpose is to increase potential for academic success among 100 children, 12 to 36 months old, who might be expected to qualify for programs for the mentally retarded by age eight. They will be selected from culturally deprived families, primarily those with Spanish surnames, and will be given individually-prescribed intellectually stimulating activities in their homes by trained family aides, with particular emphasis on language development.
ITEM NUMBER 7

7. NAME OF APPLICANT *(Local Education Agency)*
Santa Barbara County Superintendent of Schools

8. ADDRESS *(Number, Street, City, State, Zip Code)*
4400 Cathedral Oaks Road
Santa Barbara, California 93111

9. NAME OF COUNTY
Santa Barbara

10. CONGRESSIONAL DISTRICT
13

11. NAME OF PROJECT DIRECTOR
Dr. Charles Nagel

12. ADDRESS *(Number, Street, City, State, Zip Code)* (Bus.)
280 East Highway 246
P.O. Box 1848
Buellton, California 93427

PHONE NUMBER (Bus.)
688-3844
AREA CODE
805

13. Name of Authorized Agent
Lorenzo Dall'Armi

14. ADDRESS *(Number, Street, City, State, Zip Code)* (Bus.)
4400 Cathedral Oaks Road
Santa Barbara, Ca. 93111

PHONE NUMBER (Bus.)
964-4711
AREA CODE
805

15. POSITION OR TITLE
County Superintendent of Schools

Signature of Authorized Agent
James A. Rowe

DATE SUBMITTED
June 30, 1973

Pages 3-13, containing statistical data have been removed as requested by author.

PART IV - STAFF PARTICIPATION/HIGHER EDUCATION COOPERATION

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Table VII

Complete the table below as directed. Compute full time equivalent (F.T.E.) according to the instructions under the table.

Paid staff are district personnel who receive remuneration from Title III funds. Unpaid staff are district personnel who do not receive renumeration from Title III funds but give service to the project.
Ungraded classes are included in Other category.

Type of Paid and Unpaid Personnel By Function	Number of Paid Staff Assigned to Project (F.T.E.)	Number of Unpaid Staff Assigned to Project (F.T.E.)
Administrators and/or supervisors	1.0	.10
Teachers		
Prekindergarten		
Kindergarten		
Other elementary 1-6		
Secondary 7-12		
Other		
Subject matter specialists		
Technicians		
Pupil personnel workers		.05
Health services personnel		
Researchers and evaluators		.05
Planners and developers		
Disseminators		
Other professionals		
Paraprofessional education aides, etc.	6.2	
Other nonprofessional		

To compute full-time equivalent (F.T.E.), add the total number of hours worked per week by the personnel and divide by the number of hours in your regular full-time work week. For example: If each of four staff members works 20 hours per week, each of two staff members works ten hours per week, and each of ten staff members works full time (assume 40 hours for this example), the total hours worked would be 80 plus 20 plus 400, or 500 hours. This total of 500 hours divided by 40 yields an F.T.E. figure of 12.5.

Table VIII

Complete as directed.

Number of consultants paid by Title III funds 3
Number of consultant days paid for by Title III funds 17

Table IX

Complete as directed for the 1972-73 term.

Number of public school professional staff who attended Title III Inservice:

		Estimate Carefully Title III Funds Spent on Training
Orientation sessions up to one week's duration		$
Inservice workshops in regular term of one session to four-weeks' duration		$
Inservice workshops in regular term over four-weeks' duration		$
Inservice workshops in summer 1972 one session to four-weeks' duration		$
Inservice workshops in summer 1972 over four-weeks' duration		$
College credit courses - regular term		$
College credit courses - summer term		$

Number of aides (nonprofessional staff) who attended Title III Inservice:

Inservice workshops in regular term of one session to four-weeks' duration	Two weeks	$ 1,200
Inservice workshops in regular term over four-weeks' duration		$
Inservice workshops in summer 1972 one session to four-weeks' duration		$
Inservice workshops in summer 1972 over four-weeks' duration		$
College credit courses - regular term		$
College credit courses - summer term		$

Table X

Complete as directed.

Number of nonpublic school professional staff involved in Title III inservice in the 1972-73 term ________________.

Table XI

Enter number of teachers, aides, and students involved in a Title III, 1972, summer school designed to provide instruction to students.

Grades	Pre K	K	1	2	3	4	5	6	7	8	9	10	11	12
Teachers														
Aides														
Students														

You and/or members of your Project staff may have worked with higher education personnel during the 1972-73 project year (last year). We are interested in the type (formal and informal), and the extent (cost and hours) of any cooperation. Formal participation refers to services performed with remuneration. Informal participation refers to help without remuneration. Please estimate the cost and number of man-days associated with each of the following:

(a) Identifying and/or developing desirable content or educational procedures to be used (program development).
(1) $__________ cost; (2) number of man-days: _____ formal and 4 informal

(b) Search for evaluation help, i.e., for instruments or procedures to be used for evaluation.
(1) $__________ cost; (2) number of man-days: _____ formal and 4 informal

(c) Planning and/or implementing staff development programs (inservice training for project staff).
(1) $__________ cost; (2) number of man-days: _____ formal and 2 informal

(d) Please indicate any other participation.

____

____

(1) $__________ cost; (2) number of man-days: _____ formal and 10 informal

PART V - ABSTRACT

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GRANTEE Santa Barbara County Superintendent of Schools

PROJECT ABSTRACTS *(ESEA, Title III)*	STATE California	TOTAL PROJECT PERIOD	FROM (Month and year) July, 1970	TO (Month and year) 6/30/73	PROJECT NO. 0478

NOTE: If project involves handicapped children and/or personnel working with handicapped children who are paid from Title III funds, complete the information on the back of this form.

TITLE OF PROJECT GRANTEE
Prescriptive Activities to Fulfill Intellectual Potential-Title changed to: Infant Development Through Enriching Activities

PROJECTED FUNDING LEVEL FOR PROJECT PERIOD	19___ $	19___ $	19___ $	19___ $	19___ $	19___ $

TARGET POPULATION 380 children ages 1-4 years, low income, mostly Mexican-American, equal number boys and girls.

PARAGRAPH DESCRIPTION

Three specific models (home demonstration, teen-tutors and mothers' group) are conducted to carry out home education for parents and children ages one to five. Each model is implemented for a period of 13 to 15 weeks. Three publications have been developed and proven effective in preschool programs. The publications include study material for the parents, activities for children and 80 things to make at home. Self-evaluation direct the pre and post measurements of the child's progress.

MAJOR OBJECTIVES

The project objective is to increase the potential for academic success of children one to five years of age, who might be retarded by the age of eight, by providing early movement, social and language development through an active stimulating program. Ninety percent of the children measured by standardized tests and expectancy scales will maintain a score within five points of standardized developmental quotient.

ACTIVITIES TO ACHIEVE OBJECTIVES Emphasis was placed on development, testing, retesting, and evaluating the printed materials for parents, aides and tutors to be used in the home instruction of all subjects; employment of staff personnel, inservice training and workshop programs. Facilities, equipment and supplies were used to implement a home intervention program. Evaluation of staff, methods, tests, materials, activities, reports and records was continuously carried out.

EVALUATION STRATEGY

The evaluation design consisted of pre/post testing, staff inservice, family aide functions and children's progress in vocabulary, developmental tasks, social quotient, I.Q. and attitude changes. Evaluation was ongoing and with teams visiting the site mid-year and annually.

EVALUATION FINDINGS

Significant increases occurred in subject's cognitive growth. The subject group gained 93% more than the comparison group in the developmental tasks. In vocabulary, the subjects had a 1.10 month growth for each month in the project.

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HANDICAPPED PROJECT PARTICIPATION ONLY – ESEA TITLE III

1. HANDICAPPED CHILDREN SERVED, PERSONNEL PAID, AND IN-SERVICE TRAINING RECEIVED WITH ESEA TITLE III FUNDS

TYPE OF HANDICAPPED CHILDREN SERVED*	NUMBER OF CHILDREN SERVED					FULL-TIME EQUIVALENCE OF PROJECT PERSONNEL PAID WITH TITLE III FUNDS				PERSONNEL RECEIVING IN-SERVICE TRAINING WITH TITLE III FUNDS			
	0-5 YEARS	6-12 YEARS	13-18 YEARS	19 & OVER	TOTAL	TEACHERS	TEACHER AIDES	OTHER	TOTAL	TEACHERS	TEACHER AIDES	OTHER	TOTAL
(a)	*(b)*	*(c)*	*(d)*	*(e)*	*(f)*	*(g)*	*(h)*	*(i)*	*(j)*	*(k)*	*(l)*	*(m)*	*(n)*
(1) TMR													
(2) EMR													
(3) HH													
(4) DEAF													
(5) SI													
(6) VI													
(7) ED													
(8) CR													
(9) LD													
(10) OHI													
(11) TOTAL													

2. NUMBER OF HANDICAPPED CHILDREN SERVED WHO ATTEND NON-PUBLIC SCHOOLS	

3. DISTRIBUTION BY ETHNIC GROUPS

POPULATION	NEGRO	INDIAN	ORIENTAL	SPANISH SURNAME	WHITE *(Other than Spanish surname)*	OTHER	TOTAL
(a)	*(b)*	*(c)*	*(d)*	*(e)*	*(f)*	*(g)*	*(h)*
Student Participants							

4. CHILDREN RECEIVING SERVICES – DISTRIBUTION BY DEMOGRAPHIC AREA

CATEGORY	NUMBER
(1) Urban Areas *(over 50,000)*	
(2) Rural Areas *(under 2,500)*	
(3) Other Demographic Areas *(from 2,501-50,000)*	
(4) TOTAL *(Sum of lines (1), (2), and (3))*	

INSTRUCTIONS

1. CHILDREN SERVED – Enter in the appropriate columns b, c, d, and e an unduplicated count of children served by type of primary handicap *(in public and non-public schools)* and by age group who received direct instructional or related services with Title III funds. This count should include all handicapped children *(1)* who received direct services from personnel paid with Title III funds and/or *(2)* who received substantial benefit as a result of the purchase of projects equipment or the provision of significant in-service training of personnel with Title III funds. Do not include handicapped children who received only incidental services, such as preliminary vision screening or audiological testing, etc. Column f should equal columns b, c, d, and e.

   PROJECT PERSONNEL – Enter in the appropriate columns g, h, and i corresponding with the primary type of handicapped children served a figure representing an unduplicated count of the full-time personnel plus the full-time equivalency of part-time personnel paid from Title III funds. Full-time personnel are those personnel who were assigned to Title III project activities 40 hours or more per week *(or the number of hours in a regular work week, as determined by the State or local education agency).* They may be school year, summer program, or 12-month personnel. Column j should equal columns g, h, and i.

   IN-SERVICE TRAINING – Enter in the appropriate columns k, l, and m corresponding with primary type of handicapped children served an unduplicated count of all personnel who receive in-service training with Title III funds. Column n should equal columns k, l, and m.

2. NON-PUBLIC SCHOOLS – Of the total number of handicapped children served with Title III funds *(1,(11), (f))*, indicate the number who attended non-public schools.

3. DISTRIBUTION BY ETHNIC GROUPS – Enter in the appropriate columns b, c, d, e, f, and g an unduplicated count of the handicapped children served with Title III funds by ethnic group membership. Column h should equal columns b, c, d, e, f, and g.

4. DISTRIBUTION BY DEMOGRAPHIC AREAS – Self-explanatory.

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* TMR – Trainable Mentally Retarded, EMR – Educable Mentally Retarded, HH – Hard of Hearing, SI – Speech Impaired, VI – Visually Impaired, ED – Emotionally Disturbed, CR – Crippled, LD – Learning Disabled, OHI – Other Health Impaired

PART VI - PRODUCTS OF PROJECT

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	I Product(s) Developed	II Date mailed to Title III	III Annotations
X	Curriculum guides		
	Teacher guides		
X	Handbooks of materials, techniques, and procedures	7/15/73	Example No. 1 Parent Involvement in Preschool Education - Parent Guidebook (Ages 1-5.) An excellent guidebook for parents and tutors who will be working with children. Includes self-inventories, developmental guide and evaluation and methods/strategies.
	Monograph		
	Bibliography		
X	Questionnaires - locally developed		
X	Evaluation tests		
	Audio tape cassettes		
X	Brochures, newsletters and information sheets		
	16 mm Films		
	8 mm Films		
	Filmstrips		
X	Instructional workbooks, materials, Tests - locally developed	7/15/73	Example No. 2 Prescriptive Activities for Infants - Children Activities Book This guide offers many prescribed activities for specified developmental skills in four categories and eight sequences. They are arranged in order of progression. (Illustrated.)
	Kits		
	Models		
	Microcards		
	Microfilm		
	Maps		
	Pictures		
	Posters		
	Records		
	Set		
	Slides/tape		
	Viewmasters	7/15/73	Example No. 3 Children Learn by Doing - Parents-Infants Fun Book This book contains 80 illustrated things for parents and children to make at home. All materials are inexpensive.
	Video Tape		
	(Other)__________		

FINAL PROJECT REPORT

ESEA, TITLE III

COMPONENT III

Program Narrative Report

CONTEXT

The Locale

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1. What is the locale of the program?
2. What is the density of the population?
3. What are the population trends?
4. What are the major occupations of people in the locale?
5. What is the unemployment rate or trend?
6. What proportion of families in the locale are receiving welfare assistance?

RESPONSES

1. The locale is in Santa Barbara County in the cities of Lompoc, Santa Maria, Guadalupe, Carpinteria, Goleta and Santa Barbara.

2. The population density is 265,000.

3. The population trends are three percent per year.

4. Major occupations of the people are ranching (cattle), produce farming and tourism.

5. The unemployment rate is 6.2%.

6. The proportion of families in Santa Barbara County receiving welfare assistance is 3,985 families on welfare out of 66,779 families in Santa Barbara County - - 16.6%. There are 1120 children under five years of age in Santa Barbara County on A.F.D.C.

The School System

1. What grade levels do the schools serve?
2. How many pupils are there in the school system? How many schools?
3. Are there any significant trends in the school system in enrollment, withdrawal, or transfer?
4. What is the per pupil cost of education in the school system?
5. What is the recent financial history of the school system?

RESPONSES

1. The Project does not serve school age children except those involved as teen-tutors from High School and Junior High.

2. The number of pupils in the Santa Barbara County Public Schools is 66,907.

   There are 105 public schools in Santa Barbara County.

3. There are no major trends in school enrollment - - a slight trend of reduced incoming enrollment reflects the state trends.

4. The per pupil cost of education is $872.04.

Needs Assessment

1. What was the starting point for needs assessment?
2. How were the specific needs of the pupils identified?
3. What were these specific needs? Which were selected for the program?

RESPONSES

1. The objective was originally identified because of the disproportionally large number of children from low socio-economic families (particularly those of Spanish surnames) who were referred for special classes for the mentally retarded, and because of the consistently poor academic achievement of this group.

2. The specific needs of the children were identified by the following:

   a. Observation by County Schools Office Staff.
   b. Study of the assessment of unmet education needs.
   c. Evaluation of needs by school psychologists.
   d. Discussion of needs by a task force from community agencies.
   e. Response to a questionnaire by school and community representatives.
   f. Study of school enrollment statistics relative to those who were identified as mentally retarded and those in such programs with Spanish surnames.

3. The specific needs were:
   a. Early intervention in the education of children in low-income families.
   b. Need for educational materials.
   c. Improved perception and acceptance of children from low socio-economic families by school personnel.
   d. Reduction in the excess cost of educating children in special classes.
   e. Better family life, education and child training.

Historical Background

1. Did the program exist prior to the time period covered in the present report?
2. Is the program a modification of a previously existing program?
3. How did the program originate?
4. If special problems were encountered in gaining acceptance of the program by parents and the community, how were these solved so that the program could be introduced?
5. Provide a brief history of planning. Indicate which planning efforts were successful or were not successful. Describe how non-profit private schools and other agencies were involved in the planning.

RESPONSES

1. No
2. No.
3. Originated from a concept to increase school success for children from low socio-economic families by improving nutrition.
4. Program was readily accepted; there were questions about the "teaching" of infants. Explanation and initial demonstration quickly overcame this objection.
5. In the history of planning the project, the following were the main efforts -- asterics identify the most successful aspects.
   a. Task force meetings - agencies and nonprofit personnel were included.
   *b. Community agency involvement.
   *c. Attendance at meeting of American Association for Advancement of Science.
   d. Involvement of PACE Center personnel.
   *e. Use of writing consultant. Private school personnel participated on the advisory committee.

PROGRAM

Scope of the Program

1. What numbers and kinds of participants were served by the program?
2. What were the specified objectives of the program?

RESPONSES

1. As of June, 1973, 380 low-income families were served by the program. The children in these families ranged from 12 months to 60 months. Parents were directly involved daily or weekly by five supervisors, four home liaisons, 50 family aides, 30 volunteers, 45 NYC students and 10 county schools employees.

2. The specified objectives of the program were:

   To prevent the intelligence/development quotient from dropping the 17 points expected for the average four-year-old child from a low-income family.

   To reduce the number of students assigned to classes for the mentally retarded and to reduce the preponderance of Spanish surnamed children in special programs in the public schools.

Personnel

1. What kinds and numbers of personnel were added by the program?
2. What were their most important duties and activities?
3. How much time did each type of personnel devote to these responsibilities?
5. What special problems were dealt with in recruiting or maintaining staff?

RESPONSES

1. In the third year, four new persons were hired as Home Liaisons. They were selected through regular County Superintendent of Schools personnel system.

2. Their most important functions were coordinating and directing a specified project model in five communities. Each model experimented with new families selected by referrals from social welfare agencies and public and private schools in each community.

3. Each liasion worked a 40-hour week plus night meetings, in-service training and professional conferences.

4. Special qualifications were required such as an interest in working with people in the culture of poverty, early childhood education background, knowledge of various theories of learning plus, writing and speaking ability in Spanish.

5. Special problems on dedication to helping the poor families with various personal problems were met with by giving them a true background on the culture. All were bilingual in English and Spanish. There were approximately fifty applicants for the four positions.

Organizational Details

1. What is the period of time covered by your report?
2. How much of the entire program does this cover?
3. Where were program activities located?
4. What special physical arrangements were used in these locations?
5. What provisions, if any, were made for periodic review of the program?
6. What important decisions were made on the basis of such reviews?
7. What provisions, if any, were made for inservice training?

RESPONSES

1. The period of time covered by this report is three years, from July, 1970 to June 30, 1973.

2. This time covers three years.

3. The program activities were located in Santa Barbara County in the towns of (1) Carpinteria, (2) Goleta, (3) Guadalupe, (4) Lompoc and (5) Santa Maria.

4. The current project office is a rented facility located in Buellton. Each of the liaisons have an office -- two are located in their own home, one is in a school office, and the fourth is in a community action office. The first two years of the project the office was located in Santa Maria.

5. Periodic reviews of the program were made through mid-term and end-of-year evaluation teams. Currently the evaluation team is comprised of members of each community Infant Education Committee within each of the five cities.

6. The important decisions made by such reviews were: (a) strengthen in-service programs, (b) changes in testing procedures from Denver Developmental Screening Test to sequential testing for all children, (c) more involvement of parent in operating the program, (d) additional use of inexpensive materials for education use.

7. In-service training for all staff was made a requirement before using any supervisor, aide or liaison. Daily training of four- to eight-hours for a total time of two- to six-weeks was offered.

Activities or Services

1. What were the main activities (or services) in the program?
2. How were these activities (or services) related to specified program objectives?
3. What methods were used in carrying out each activity (or service?)
4. What was a typical day's or week's schedule of activities for the children (or others) who received the program?
5. How were pupils grouped for the various program activities?
6. What were teacher-pupil ratios (or aid-pupil, or adult-pupil, and so on) in each of these groupings?
7. How did pupils (or others) receive feedback on their individual daily progress?
8. How did parents receive feedback on their child's progress?
9. What amounts and kinds of practice, review, and quiz activities were provided for pupils (or others) in the program?
10. What special provisions were made for motivating pupils (or others?)
11. If a comparison group was used, what were important differences in the activities and methods used in this group and the activities and methods used with the program group?

RESPONSES

1. The main activities of the program in the third year were to develop and implement four program models using a publication set with 200 families and to evaluate these models for effectiveness in attaining the project objectives, for acceptability among target families, for phase-out feasibility and for success in meeting specific programs. The main activities of the program were to (1) work with the child and mother with prescribed activities. The activities were chosen on the basis of the child's developmental profile which was established through pretesting.

2. Through pre- and post-tests, surveys, and vocabulary lists to determine potential of parents and children's profile.

3. The Home Liaisons in each of the five communities carried out their respective models with the selected families. Each model conducted a full-scale evaluation of children's progress, mother's acceptance and materials effectiveness.

4. A typical week schedule of activities for each family depended upon the function of each model.

   Home Demonstration Model - Visits mother one hour each week.
   Mothers' Group Model - Mother met with Home Liaison at a church or club for two hours each week.
   Teen-Tutor Model - Teen-tutors visited the home for four days a week, one hour daily.

5. Monthly age range of children was 12-18, 18-24, 24-30, 30-36, 36-42.

6. The five supervisor's family ratio was 1-20. Family aide ratio was maximum of 1-2 (Child and mother.) The teen-tutor was 1-2.

7-8. Feedback came from daily or weekly visitation for three years. Supervisors and liaisons visited with parents in the home.

9. Weekly assignments were made on the basis of pre-tests; prescriptive activities were conducted daily or weekly; continuous evaluation was made to determine progress of child and mother.

10. Special provisions were made to motivate mothers of children by bringing new items to learn or discuss to meetings or to the home.

11. The experimental group received daily or weekly visits for a period of time while the comparison group received visits during pre- and post-test time.

Instructional Equipment and Materials

1. Were special materials developed or adapted for the program? How and by whom?
2. What other major items of equipment and materials did the program require? In what amounts?
3. How were key aids and materials used in connection with the various program activities?
4. If a comparison is being made between program and nonprogram persons, were there important differences between these groups in kinds and amounts of materials provided, or in methods of use?

RESPONSES

1. Special materials adopted for the program were chairs, tables, balance beams, wooden blocks, stairs, and peg and shape boards. These materials were manufactured by a group of N.Y.C. students at Santa Maria High School.

2. The project is now able to use the completed publication set of three separate volumes.
   1. Parent Involvement in Preschool Education.
   2. Prescriptive Activities for Infants.
   3. Children Learn By Doing.

3. The publication materials were provided to each mother and child and student in the entire program.

4. The same material is used in each model. The important difference is in the model approach to either pairs of parents, single parent, or child and parent.

NOTE: See Recommended Educational Materials list for information on the values of each item that would be effective in infant education in Appendix C.

Budget

1. From what sources were program funds obtained?
2. What was the total cost of the program?
3. What period of time was covered by these funds?
4. What is the per pupil cost of the program? What was the formula for computing this figure?
5. How does the per pupil cost of the program compare with the normal per pupil cost of the schools in the program?
6. Where can the reader get more detailed budget information?
7. Of the total cost of the program, give rough dollar estimates of developmental costs, implementation costs and operational costs.
8. Give the costs for the entire project period by budget categories (i.e., professional salaries, contracted services, etc.).

RESPONSES

1. All from Title III. E.S.E.A.

2. Total cost of the program is $321,466 by June 30, 1973.

3. The period of time is July 1, 1970 to June 30, 1973.

4. The per pupil cost of the program is $712. There were approximately 450 families with one child in each family under four years of age, involved in the program.

5. This cost is $160 less per pupil.

6. More budget information may be obtained from the Business Office of the Santa Barbara County Superintendent of Schools.

7.

a.	Developmental costs	$ 237,000
b.	Implementation costs	49,000
c.	Operational costs	31,000

8.

a.	Professional salaries	$ 54,972
b.	Classified salaries	183,310
c.	Travel	10,269
d.	Contracted services	14,295
e.	Materials & supplies	19,530
f.	Operation of plant	12,110
g.	Retirement & insurance	25,760

Parent-Community Involvement

1. What role, if any, did parents have in the program?
2. Were meetings held with parents? Why? How often?
3. What role, if any, did various community groups have in the program?
4. How was the community kept informed?
5. If problems with parents or the community affected the program, what steps, if any, were taken to remedy the situation?

RESPONSES

1. The parents played a major role in the program by full participation in all visits or group functions.

2. Yes - With Advisory Committee and Infant Education Committee, mothers in each model or Mother group meeting every week for two hours.

3. Each community had an Infant Education Committee (see appendix for list of members and evaluation).

4. Through the Infant Education Committee, whose members represented agencies, schools, churches and parents, and through radio, television and newspapers.

5. Problems were discussed at the advisory committee and at each Infant Education Committee.

Special Factors

For use of potential adopters of the program:

1. What modifications of the program are possible?
2. What are the suggested steps in adopting this program?
3. What are some things others should avoid in adopting this program?
4. Can the program be phased in, beginning on a small scale? How?
5. Can parts of the program be adopted without taking the whole program? What parts?

RESPONSES

1. The program can be modified to meet the problems and needs of each low-income family through one of the three models - (1) Mother Group Meeting model, (2) Home Demonstration, (3) Teen-tutor program.

2. Suggested steps to adopt this program are:

PLAN I

a. Contact school administrators about a teen-tutor program to educate children in low-income families.
b. Work with principal or assistant principal of High School or grade school.
c. Arrange to have supervision through homemaking, career education or parenthood education classes in the high School or Junior High.
d. Selection of families to be tutored will be arranged through an organized Preschool Committee.

PLAN II

a. Contact the county or district school administration or a specially interested community leader and organize a preschool committee, including representatives of related educational agencies and parent groups within a community.
b. Committee determines needs and interests of parents and community.
c. Select model or models that would be appropriate to needs of low-income people. Special interest groups like a P.T.A. unit could start a program in their own school.
d. Select families who are interested in early childhood education of their children.

PLAN III

a. Contact the Adult Education Administration of a school district and/or Community College.
b. Show the feasibility of adult classes related to parent training education and the responsibility or parents in educating children from one year on.
c. These classes could be arranged in various localities to accommodate parents and avoid travel.
d. Classes and material should be free to low-income groups.

3. It is most important to give the mother or father the responsibility of working with their children rather than a paid tutor. Training the parent proved more worthwhile than private tutoring.

4. Yes, through any one of the three suggested plans. In each situation, start a small group of families (7 to 10) using either plan and work with them for a semester or a college quarter. As the program becomes better known increase the number in each group and start more groups.

5. Depending on the community, school or agency, the program can be offered on either language, movement, vocabulary, social or home-environment. Any one of the following could be stressed separately or together.

Dissemination

Discuss how project information was disseminated during the past budget period.

1. Provide an estimate of the number of unsolicited requests for information from both within and outside the project area.

2. List the number of visitors from outside the project area.

3. Provide the cost of dissemination during the last budget period.

4. Provide the total cost of dissemination including prior budget periods (if possible).

RESPONSES

1. There were approximately 195 unsolicited requests for information on the project.

2. Number of visitors outside the project area was about 155.

3. Cost of dissemination during the last budget period was about $200.

4. Total cost of dissemination was $500.

EVALUATION NARRATIVE

Choosing Participants

1. How were the children and the adults in the program chosen?
2. How was a comparison group (if any) chosen?
3. Were participants in the program involved in other programs?
4. How many participants left the program?
5. Which participants left?
6. Were participants added to the program to replace dropouts?
7. Were there many participants who did not receive the program often because of poor attendance?
8. Did participants attend voluntarily?
9. Was the evaluation group only a portion of the program group?

RESPONSES

1. Families were chosen based upon the following criteria: See next page.

2. Comparison group was chosen by meeting the low-income criteria. The mothers were working, or the homes were too far to travel or the family was not interested in daily visitation.

3. The participants in the program were involved in this program only.

4. The number of participants who left the program was 70.

5. The participants who left the program were those who moved away to another town, went to Mexico, both parents worked, or had other personal problems.

6. Yes.

7. No, most of the parents were home according to our scheduled visits.

8. Yes.

9. No, all families were included in the evaluation group.

PROCEDURES IN SELECTING FAMILIES

Criteria:

Each model contains specific criteria for selection of the family and child. The following criteria are overall requirements:

1. All families must live within area of the assigned model.

2. Children of the families must be between 12 and 36 months old.

3. Children must not be organically handicapped or brain damaged.

4. Must meet two or more of the following:

   a. Sibling certified to EMR Class as indicated by school records.

   b. Income under $4,000 a year for family of four or more.

   c. Homes less than 125 sq. feet per person or other evidence of unsatisfactory living conditions.

   d. Recommendation of County Welfare, Health Department, Community Action Council, School District personnel or other social or government agency.

5. Children will represent the following age groups:

   12 - 18 months
   18 - 24 months
   24 - 30 months
   30 - 36 months

6. All families who are now or have been in the program during the past two years, 1970-1972.

Describing Participants

1. Which participants received the program?
2. How many participants received the program?
3. What are the ages or grade levels of pupils in the program?
4. Did the program serve many more boys than girls, or vice versa?
5. What achievement scores were available before the program with which to describe the program group?
6. Are there other special characteristics you should mention in describing the program group?

RESPONSES

1. Children between the ages of 12 months and 60 months received the program.

2. A total of 100 received the program for the first year, with an additional 50 added the second year and 300 for the third year.

3. One-to-five-years of age.

4. There were about an equal number of girls and boys.

5. No achievement scores were available before the program started.

6. The program groups were all in low-income homes, mostly Mexican-American ancestry.

Measuring Changes

1. What measures were applied to find out whether the program's aims were achieved?
2. How were the measures matched to the objectives?
3. How were the measures matched to the pupils' capabilities?
4. Were observers specially trained?
5. How much time elapsed between testings?

RESPONSES

1. The following measures were applied to determine achievement levels:
   a. Pre-Post Parent Survey.
   b. Pre-Post Developmental Sequence for Infants (D.S.I.)
   c. Cumulative vocabulary list of 1500 words.
   d. Smith's Vocabulary Expectancy Scale.
   e. Peabody Picture Vocabulary test for three-year olds.
   f. Vineland Social Maturity Scale for Social Quotients for one to three-year old children.
   g. Subjective rating forms for tutors, mothers and children.

2-3. The D.S.I. pre-test determined the developmental profile on each child in eight sequences; Individual, Social, Walking, Writing, Speaking, Balancing, Coordination and Comprehension. All these items are basic to learning and developing the potential for school success.

The Pre- and Post-testing on parents comprised 12 items that related to the home environment, life's goals and growth and development of the child. (See appendix B for chart on statistics).

The vocabulary measures were an on-going process to determine cumulation of words in English. Vocabulary and its use were stressed throughout the program. Although many one- and-a-half-year old to two- and-a-half-year old children were not speaking any English words when they entered the program, progress was unusually good. The rating scale for staff was used to determine their progress in adapting to home conditions or to groups of mothers.

4. N/A.

5. During the first and second years of this project, the children were pre-tested when they entered the program. The post-testing was done at the end of the year. In the third year, the time between testing was three months.

Presenting Data

1. What data were obtained from the measures applied?
2. What measures of central tendency were used?
3. What measures of dispersion were used?
4. Include graphs and/or tables which present data more clearly.

RESPONSES

1. The following data were obtained:
   a. Appendix A - Parents
      First Group - 10/72-1/73
      (1) Informational Statistics on Families
      (2) Pre-Post Parent Survey
      (3) Comments from Mothers
      Second Group - 1/73-5/73
      (1) Informational Statistics on Families
      (2) Pre-Post Parent Survey

   b. Appendix B - Children
      First Group - 10/72-1/73
      (1) Childrens' Social Quotient
      (2) Developmental Tasks
      (3) Vocabulary Results
      (4) Statistical Data on Children
      Second Group - 1/73-5/73
      (1) Childrens' Social Quotient
      (2) Developmental Tasks
      (3) Vocabulary Results
      (4) Statistical Data on Children

   c. Appendix C - Other Data
      Data on Models and Materials
      (1) Statistics on Models and Their Progress
      (2) Comparative Results of Models
      (3) Summary on Follow-up Statistics
      (4) Follow-up Compilation of Participants
      (5) Statistics on Follow-through Children
      (6) Evaluation of Infant Education Committees
      (7) Recommended Educational Material

Analyzing Data

1. What analyses were undertaken of the data?
2. What was the basis for judging the progress of the program group?
3. What comparisons were drawn for subsamples?
4. What evidence is there that those who attended more gained more from the program?

RESPONSES

1 - 4

1. DATA ON FIRST GROUP OF PARENTS (APPENDIX A) 9/72-1/73

   1. Informational Statistics on Families
      This is a complete compilation of informational statistics taken from the Confidential Information form that each parent submitted at the beginning of the project. Family statistics were compiled to obtain the number of Spanish surnames, the number of siblings in the homes, average education of mothers and fathers whether in Mexico, Phillipines or the United States, mothers and fathers language regarding speaking and reading English, Spanish, bilingual or other. (See Appendix A).

   2. Pre-Post Parent Survey
      The parent survey document consisted of five pages. There were 114 mothers interviewed in the Pre-Survey and 86 mothers in the Post-Survey.
      From a Pre- and Post-Survey of all the parents in the program, a compilation was made of three areas, namely; environment, growth and development and parent's life's goals. Each of the communities were compiled separately to determine changes that were accrued from the specific models applied. The most noticeable change was in the area of children's materials in the home, places visited and television shows watched.

      Another significant change was in the life's goals from the Pre to Post: The desire for a good job.

   3. Comments from Mothers
      The comments from mothers were on a voluntary basis and inferred some very revealing information regarding their reaction to the various models used. (See Appendix A for remarks).

II. DATA ON SECOND GROUP OF PARENTS (APPENDIX A) 1/73-5/73

1. Informational Statistics on Families

The second group of approximately 103 new families were selected on the same criteria as the first group. Twenty percent of the mothers and twenty-five percent of the fathers spoke Spanish only. Sixty percent of our families had Spanish surnames. The second group of parents had more formal education than the first group. The compiled results are in Appendix A.

2. The Pre-Post Parent Survey

There were 87 mothers interviewed in the Pre-Survey and 80 mothers in the Post-Survey. The Parent Survey Compilation Results in Appensix A show a comparison of the first and second group of families. In the environmental area the first group made slightly more changes. The largest changes came in the growth and development area. The second group showed unusual ability in raising children. In Parents' Life Goals the priority ratings were different. Good health was selected as number one priority with close contact with God as consistent second choice.

3. Comments from Mothers

Unsolicited comments were recorded by the home liaison and added to the first group of parents. (See Appendix A for additional remarks).

III. DATA ON FIRST GROUP OF CHILDREN (APPENDIX B) 9/72-1/73

1. Children's Social Quotient
All children were tested with a Vineland Social Maturity Scale and post-tested at the end of twelve weeks. The average gain for all children in the program was 15 points.

2. Developmental Tasks
This is a compilation of the gains or losses in the sequential skills taught to children during a first three-month period, namely October 1972 to January 1973 by each model. Of the 97 children the average gains were exceptional as compared to the expected quarterly gains by the Developmental Sequence For Infants (DSI.) Each child tested to determine his skills in eight sequences at the beginning and at the end of thirteen weeks.

3. Vocabulary Results
A compilation was made of the first quarterly results by age groups of 97 children.

4. Statistical Data on Children
This extensive compilation covers all the standardized tests such as the Vineland Social Maturity Scale, Peabody Picture Vocabulary Test, Eight Developmental Sequences and an Accumulative Vocabulary Check List in both English and Spanish for all children in the program. Both Pre- and Post-scores have been recorded.

IV. DATA ON SECOND GROUP OF CHILDREN (APPENDIX B) 2/1973-5/1973

1. Children's Social Quotient
All children in the second group were pre- and post-tested. At the end of twelve weeks the average gain for all children in the program was 14 points. (See statistics in Appendix B on Children's Social Quotient).

2. Developmental Tasks
The compilation of statistics in the eight sequences of 86 new children during February to May, 1973 show that all children exceeded expectancy by 4 to 7-1/2 skills. (See Appendix B for chart on Developmental Tasks).

3. Vocabulary Results
   The average gain of all children in the program was 45 words over expectancy. Although this amount is small, the reason is because many of our children are in Mexican-American homes where Spanish is the only language spoken in the home. (See Appendix B for a breakdown of gains).

4. Statistical Data on Children
   This raw data covers individual statistics on all children participating in the program. In each category comparative charts precede the data.

V. OTHER DATA (APPENDIX C) 7/70-6/73

1. Comparative Results of Models
   The three models used during the third year of Project I.D.E.A. were in three different communities. In Santa Maria and Guadalupe all three models were tried. According to the data in the Appendices, each model showed some strengths and weaknesses. It is difficult to single out any one model being the best approach because the results were about the same. All produced noticeable progress in the children's program of skills and vocabulary. The mothers' group model was the most effective for change in the mother's attitude and knowledge.

2. Follow-up Statistics 9/72-5/73
   The first group of 97 mothers who received the program during September, 1972 to February, 1973 were visited during the month of May. A check on developmental tasks and vocabulary was conducted by the home liaisons. A summary chart on the first group shows that skill teaching continued in each home regardless of the model presented. In all cases, fewer skills were learned after the program terminated.
   The results showed a marked increase in vocabulary in most of the homes. (See chart in Appendix C on Follow-up Statistics).

3. Follow-through Statistics 6/70-6/73
   Seventeen children who participated in the first two years were followed through preschool program of 1331, Headstart and nursery school. Fifty percent of the children were rated an average of high, and the other half received an average of medium ratings from their teachers. (See Follow-through Statistics in Appendix C).

   Four children who participated in the program during the first two years that entered kindergarten were followed. Four children were selected as controls. There was very little difference in their Apell scores for the eight children. But the report cards for the Project children were overall better than the control group. This is evidenced by the ratings given on the Follow-through Statistics for the kindergarten group. (See Appendix C).

4. Membership and Evaluation of Infant Education Committee
A complete list of members and their affiliations are recorded for each community. Each committee had varied interest in their community and in the I.D.E.A. program. The extent of their efforts will be evident by their continuation. Carpinteria, Lompoc and Goleta communities will be the most effective. Guadalupe and Santa Maria committees will depend on continued work.

5. Recommended Educational Materials
This data shows the results of two years of determining the effectiveness, useability, durability and practicability of the toys, books, puzzles, records and other children materials.

PROCEDURAL OBJECTIVES AND FINDINGS

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1. What were the procedural objectives of the program?
2. State the findings in ordinary language for each objective.
3. Indicate clearly success or failure for each objective.
4. Can the findings be generalized, or are they applicable only to the group served by the program?
5. What were the causative factors for unmet objectives?
6. What are the other important findings which were not anticipated?

RESPONSES

1	2	3		4		
PROCEDURAL OBJECTIVE	FINDINGS	SUCCESS	FAILURE	GENERALIZED	APPLICABLE	5 OR 6
1. To administer the program.	All activities have been successfully conducted as determined by evaluation.	X		X		Time schedule. Dissemination limited.
2. To select children.	Carried on specifically according to guidelines. Over 100 families interviewed to obtain 100 subjects.	X			X	50% Bilingual. 39% Spanish only by mothers.
3. Orient Committees & Staff.	Workshops, conferences and staff meetings. Para-professional library made available.	X		X		Turnover great. Short periods of in-service programs for aides.
4. To train project staff.	Monthly staff meeting for in-service programs were valuable Dissemination to outside groups were effective in training staff.	X		X		Staff encouraged to take college courses and self study.
5. To test children and parents.	Extensive measures were used to pre and post test all children and parents.	X			X	Unusual progress of many children Mothers became aides to their children.
6. To review methods and materials.	Many materials and methods were reviewed to try out during the third year.	X			X	Continuous try out needed to make materials and methods adaptable to low income mothers.
7. [illegible]	[illegible] successfully conducted through daily [illegible].	X			X	New activities needed. Revision each year adaptable to all children.

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Procedural Objectives and Findings - continued

1	2	3		4		
PROCEDURAL OBJECTIVE	FINDINGS	SUCC-ESS	FAIL-URE	GEN-ERAL-IZED	APP-LIC-ABLE	5 OR 6
8. To evaluate.	Statistics indicated success of parents and children.	X				

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Project Objectives and Findings

1. What were the project objectives of the program?
2. State the findings in ordinary language for each objective.
3. Indicate clearly success or failure for each objective.
4. Can the findings be generalized, or are they applicable only to the group served by the program?
5. What were the causative factors for unmet objectives?
6. What are the other important findings which were not anticipated?

RESPONSES

1. The project objective is hereby restated to incorporate the recommendation of the advisers from the Bureau of Program Planning and Development: (Changes or additions in the following paragraph are underlined).

"To increase the potential for academic success of children, one- to five-years of age, who might be expected to qualify as mentally retarded by the age of eight, by providing early language development through an intellectually stimulating program to maintain I.Q. or development quotient. Ninety-percent of these children, whose scores would ordinarily be expected to drop, will develop a predicted vocabulary of English words and will maintain I.Q. or D.Q. within five points, as measured annually by standardized tests for the three years of the project."

To develop and implement four-program models using materials with a total of 100 subjects and to evaluate these models for effectiveness in attaining the project objective, for acceptability among the target families, for phase-out feasibility, and for success in meeting specific program constraints.

2-3. Findings

During the first two years of the project the data indicated that 81 percent of the subjects successfully maintained developmental quotient within five points and that as a group, the experimental subjects accomplished nearly 93 percent more items than the comparison group. (See chart for Monthly Gains in Number of Tasks by Age Group on page 50 for 1970-72).
The results in the developmental tasks showed an average gain for the experimental group of .48 per month above the expected. This would mean an average yearly increase of nearly six tasks over the group not served by the project.

Project I.D.E.A. subjects, during the second year of the project (1971-72) had a 1.10 month growth in vocabulary for each month in the project. The growth was measured by the expected gains on the M. E. Smith Vocabulary Expectancy Scale. (See chart on page 50). During the three-month period of this year children averaged from 3.5 to 5.9 skills higher than expected, as measured by the D.S.I. standardized test. (See Appendix B). Cumulative vocabulary statistics showed unusual progress in using and understanding English words.

a. Acceptability among target families
According to mothers comments and children's progress, the program was highly acceptable by all families.

b. Phase-out feasibility
The phase-out findings show three areas are, as of now, definitely planning to continue the program in their own community through some source of revenue and support.

c. Meeting program restraints
Starting out with new staff in the new communities and orienting the community was at first slow, but finally the program was diffused with assistance from each Infant Education Committee and news media.

4. The findings could be applied to all groups of children. Naturally, the low-income children would benefit greatly by a balanced program of language, movement, personal-social and vocabulary programs, but all children could progress by this approach.

5. Some of the causative factors for current objectives in some families were mothers starting to work, sickness of children, lack of desire to learn to speak or write English, low educational desires and lack of materials.

6. Other important findings which were not anticipated were -
   a. Extended need for parent education for all families.
   b. Parent's desire to have their children tutored.
   c. Community support, verbally, if not financially.
   d. Community desire to continue program after project phases out.
   e. School districts are interested in preschool programming and early childhood education.

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AVERAGE MONTHLY GAINS IN DEVELOPMENTAL TASKS ON DENVER DEVELOPMENTAL SCREENING TEST

1971-1972

EXPERIMENTAL GROUP						COMPARISON GROUP				INCREASE OF EXPERIMENTAL OVER COMPARISON GROUP
AGE LEVEL	NUMBER OF SUBJECTS	MONTHS IN PROGRAM	TOTAL TASKS GAINED	AVERAGE MONTHLY GAINS	EXPECTED MONTHLY GAINS	NUMBER OF SUBJECTS	MONTHS IN PROGRAM	TOTAL TASKS GAINED	AVERAGE MONTHLY GAINS	
18 to 24	7	48	155	3.23	2.17	1	10	21	2.10	1.13
24 to 36	30	269	496	1.84	.83	6	52	83	1.60	.24
36 to 48	39	419	558	1.33	.67	7	81	88	1.09	.24
48 to 60	18	216	159	.74	.67	1	12	5	.42	.32

AVERAGE MONTHLY GAINS IN CUMULATIVE VOCABULARY

ANTICIPATED GAIN 1.00

1971-1972

AGE GROUPS BY MONTHS	NUMBER OF SUBJECTS	MONTHS IN PROGRAM	TOTAL GAINS	AVERAGE MONTHLY GAINS OVER EXPECTED
18 to 24	7	48	66	1.37
24 to 30	9	77	74	.96
30 to 36	21	197	202	1.02
36 to 42	18	189	218	1.15
42 to 48	21	244	329	1.34
48 to 60	17	204	164	.80
TOTAL	93	959	1053	1.10

APPENDICES

APPENDIX A - PARENTS

DATA ON FIRST GROUP OF PARENTS 10-72 TO 1-73

PAGE

1. FAMILY STATISTICS 53-66
2. PRE-POST PARENT SURVEY 67
3. COMMENTS FROM MOTHERS 68-73

DATA ON SECOND GROUP OF PARENTS 1-73 TO 5-73

1. FAMILY STATISTICS 74-83
2. PRE-POST PARENT SURVEY 84

Oct. 1972-Jan. 1973

FAMILY STATISTICS

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PROJECT I.D.E.A.

COMMUNITIES	NO. OF FAM.	NO. OF SPAN. SUR-NAMES	NO. OF SIBL.	AVG. EDUCATION		MOTHER'S LANGUAGE				FATHER'S LANGUAGE			
				MOTHER	FATHER	ENG. ONLY	SPAN. ONLY	Bi-L.	OTHER	ENG. ONLY	SPAN. ONLY	Bi-L.	OTHER
CARPINTERIA	25	15	59	7.2	4.2	9	12	4		6	10	4	
GOLETA	21	13	34	5/30 M. 10.4	5/34 M. 6.6	9	3	9		3	1	11	
LOMPOC	22	6	27	10.9	4.6	16	0	6		5	0	6	
GUADALUPE	11	9	17	6/29 M. 2/20 F. 2/8 U.S. 1/0	1/9 P.R. 2/8 U.S. 6/29 M. 2/0		7	3	1		5	5	1
SANTA MARIA	20	16	46	3/5 M. 13/142 U.S. 1/0	3/13 M. 11/101 U.S. 2/0	3	5	11		5	2	10	
TOTAL	99	59	183			38	27	33	1	19	18	36	1

·INFORMATIONAL STATISTICS **BEST COPY AVAILABLE** FAMILIES FROM Carpinteria

O.	AST FIRST	AGE IN MON.	ADDRESS	SIBL-LINGS AGE	MOTHER EDU	MOTHER LANGUAGE	FATHER EDU	FATHER LANGUAGE	FATHER OCCUPATION	PROGRAM DATE IN	PROGRAM DATE OUT
1.	ARANDA, ANGELICA	24	4751 9th Street	4, 1	3	Spanish, Speak & Read	5	Bilingual	Ranch work	9/72	
2.	CARRILLO, GUADALUPE	21	4724-B 7th Street	8,25,23 22,20, 15 13,10	4	Spanish, Speak & Read	2	Span. S.& R.	Not at Home	9/72	
3.	COBIAN, JOSE JUAN	26	4682 ½ 9th Street	3	6	Spanish, Speak & Read	None	Span. S. R.	Nursery	9/72	
4.	DAMIAN, GONZALO	25	Carpinteria Ave., M.V. Apts.	3	4	Spanish, Speak, Read	2	Span. S. R.	Nursery	9/72	
5.	DUARTE, LETICIA	19	691 Maple Street	None	12	Bilingual		(No husband)		9/72	
6.	FAVERO, MADELYN	28	4299 Carpinteria Ave.	5, 3	12	English, Speak, Read	12	Eng. S. R.	Home Repair	9/72	
7.	FLORES, FERNANDO	15	4371 Carpinteria Ave.	4, 1mo.	3	Spanish, Speak, Read	None	Spanish, S.	None	9/72	
8.	FRANZ, KELLI	18	4641-B Seventh Street	12, 11 10, 8	11	English, Speak, Read	12	English, S.R.	Aero-Space	9/72	
9.	GARCIA, CIRILO	22	1315 Linden Avenue	21,20 17,15, 13 12, 7	None	Spanish, Speak	None	Spanish, S.	Nursery	9/72	
10.	GONZALES, JUANITA	15	873 Palm Avenue	3 mo.	6	Spanish, Speak, Read	4	Span., S. R.	Ranch	9/72	
11.	GONZALES, JORGE H.	25	857 Palm Ave., Apt. D.	1	6	Spanish, Speak, Read	4	Span., S. R.	Ranch	9/72	
12.	GUTIERREZ, JAVIER	30	5310 Carpinteria Avenue	5 mo.	None	Spanish, Speak English, Speak		(Not Home)		9/72	
13.	HALL, TODD	29	1476 Namouna	5, 2mo.	12	English, Speak, Read	Coll B.A.	English, S.R.	Navy	11/72	
14.	LOPEZ, PHILIP	33	5950 Casitas Pass Road	12, 11, 9, 15	6	Spanish, Speak English, Speak, Read	1	Spanish, S. English, S.R.	Ranch	9/72	
15.	PITTS, JANET	19	892 Walnut	12, 11, 3	12	English, Speak, Read		(Divorced)		9/72	
16.	QUIROGA, DENISE	23	125 Holly, Apt. 1	3	12	English, Speak, Read	12	Eng., S. R.	Calif. Nat'l.Grd.	9/72	

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FAMILIES FROM Carpinteria

NO.	LAST FIRST	AGE IN NO.	ADDRESS	SIBLINGS AGE	MOTHER		FATHER			PROGRAM	
					EDU	LANGUAGE	EDU	LANGUAGE	OCCUPATION	DATE IN	DATE OUT
17.	RAMOS, JOSE	28	1094-B Cramer Road	1, 3mo.	6	Spanish, Speak, Read	2	Span. S. R.	Delgado's	9/72	
18.	REQUEJO, JOHN	31	1041 Plum Street	18,21,20,19,14,11,9,5	11	Bilingual	6	Bilingual	Maint.	10/72	
19.	REYNOLDS, MARIE	21	Casitas Pass Road	0	12	English, Speak, Read	12	Eng. S. R.	Army	9/72	
20.	ROMERO, GUADALUPE	18	4835 5th Street	1 mo.	4	Spanish	6	Span. S. R. English, S.	Lemon Packing	11/72	
21.	SALINAS, JUANA	35	5950 Casitas Pass Road	18,15,13,11,9,7,5	None	Spanish, Speak	None	Spanish, S.	Farm Labor	9/72	
22.	MURRAY, VALISA	29	4990 Sandyland Road Apt.205	1	12	English, Speak, Read		(Not at Home)		9/72	
23.	WILLIAMS, NATHANIEL	12	5615 Carpinteria Ave.	None	11	English, Speak, Read	10	(Not at Home)		9/72	
24.	WARDELL, DENISE	21	4641-a 7th Street	8	12	English, Speak, Read	12	Eng. S. R.	Electrician	9/72	
25.	BLANCO, JESUS M.	12	Carpinteria Ave., M.V.Apts.	None	3	Spanish, Speak, Read	3	Span. S. R.	Nursery	9/72	

BEST COPY AVAILABLE INFORMATIONAL STATISTICS FAMILIES FROM GOLETA

NO.	LAST FIRST	AGE IN MO.	ADDRESS	SIBLINGS AGE	MOTHER		FATHER			PROGRAM	
					EDU	LANGUAGE	EDU	LANGUAGE	OCCUPATION	DATE IN	DATE OUT
1.	ALMANZA, JAIME	33	964-1239 1100 Patterson Ave.	6	5Mex.	Spanish, Speak, Read English, Speak	6Mex.	Spanish S.R. English S.	Farm Work	9/72	
2.	CORRAL, MARTIN	32	967-0900 5739 Alondra Drive	7 mo.	6Mex.	Spanish, Speak, Read	6Mex.	Span. S. R. English S.	Pantry Man	9/72	
3.	DeSALES, MARCOS	14	964-3275 5266 Hollister Ave.	8, 7, 3	6Mex.	Spanish, Speak and Read	9Mex.	Span. S. R. English S.	Disabled	9/72	
4.	GUTIERREZ, LOUIS	23	299 Rosemead Ave., S. B.	12, 8, 6, 5	12	Bilingual	11	Bilingual	Self-employ	9/72	
5.	GUTIERREZ, CAROLINA	34	967-9720 137-C Kellogg Ave.	6,5	7Mex	Spanish, Speak, Read	7Mex	Bilingual	Golf Club Maint.	9/72	
6.	HAMMOCK, DANIEL	17	964-3023 62 Nectarine Ave.		11	English, Speak, Read	11	Eng. S. R.	Cook	9/72	
7.	HINMAN, TARA V.	24	968-4070 7660 Cathedral Oaks #6	9	12	English, S. R.				9/72	
8.	MALDONADO, MARY FRAN	18	967-2043 314 South Fairview Ave.		12+ 1	Bilingual	10	Bilingual	Mechanic	9/72	
9.	MAYA, THERESA M.	22	967-4703 263 Orange (in back)		12	Bilingual	12	Bilingual	Warehouse Supervisor	9/72	
10.	MENDOZA, THOMAS	15	967-7206 259½ Pine	4 mo.	12	Bilingual	6Mex.	Spanish, S.R.	Busboy	9/72	
11.	MONACIL, JULIE	22	964-1070 5780-A Armitos Way		12+ 1	English, S. R.	12+ 1	Eng. S. R.	Postal worker	9/72	
12.	MORRISSEY, JENNIFER	26	967-8196 4718 Glenbrook, S. Barbara		12	English, S. R.				9/72	
13.	OROSCO, JESS JR.	22	967-8588 179-C Kellogg Avenue	14, 11 9, 7	6Mex.	Bilingual	None	Spanish S. English S.	None	9/72	
14.	PADILLA, JOAQUIN	24	91-D Kellogg Avenue		12+ 1	Bilingual				10/72	
15.	PENA, TRINA	24	177-B Kellogg Avenue	4, 2	8	English, S. R.				9/72	
16.	RAY, SARAH	34	964-1145 694 San Ricardo, S. B.	10, 11 8, 6	12	English, S. R.	12+ 1	Eng. S. R.	Computer Technic.	11/72	

BEST COPY AVAILABLE INFORMATIONAL STATISTICS FAMILIES FROM GOLETA

					MOTHER		FATHER			PROGRAM	
O.	LAST FIRST	AGE IN MO.	ADDRESS	SIBL-LINGS AGE	EDU	LANGUAGE	EDU	LANGUAGE	OCCUPATION	DATE IN	DATE OUT
17.	RAMIREZ, MARK	14	964-1689 5760 Cato Way	12, 10	11	Bilingual	12	Bilingual	Tireman	10/72	
18.	STEPHENS, ELIZABETH	17	968-3070 6663 Picasso-G (I.V.)	6,4,3	10	English, S. R.				10/72	
19.	VALENCIA, JACQUELINE	33	967-4736 119-C Kellogg Avenue	5	12	Bilingual	10	Bilingual	Disabled	9/72	
20.	VILLEGAS, ANNETTE	31	964-3868 95-D Kellogg Avenue	4,3,12 17 mo.	12	English, Speak, Read	12	Bilingual	Plumbers Assistant	9/72	
21.	ZANELLI, JOEY	22	964-8071 131-C Kellogg Avenue	3	12+ 1	English, Speak, Read				9/72	

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FAMILIES FROM GUADALUPE

NO.	LAST FIRST	AGE IN MO.	ADDRESS	SIBLINGS AGE	MOTHER EDU	MOTHER LANGUAGE	FATHER EDU	FATHER LANGUAGE	FATHER OCCUPATION	PROGRAM DATE IN	PROGRAM DATE OUT
1.	ANGKAHAN, DORIS	34	4665 2nd Street	0	4	Filipino	NO	Filipino	Farm worker	1/71	5/72
2.	ARCOS, JEREMIAS	29	1090 Escalante	1 mo.	12	Bilingual		(Divorced)		12/70	9/72
3.	ARIAS, CECILIA	39	1001-A Escalante	12,11 9,8	3Mex.	Spanish	3Mex.	Spanish	Farm worker	10/71	6/72
4.	CABASUG, LAURIANA	40	4484 Third Street	14,11	6Mex.	Spanish	no	Spanish Filipino	Farm worker	11/71	6/72
5.	CASTILLO, BERNADINE *	14	(7-16-71) 1027-B Escalante	9, 6, 6 2½	4	Bilingual	12	Bilingual		11/72	1/73
6.	CASTILLO, RAUL *	30	(5-13-70) 1027-B Escalante	9,6,4,1	4	Bilingual	12	Bilingual		11/72	1/73
7.	CASTILLO, REGINA	44	1091 Escalante	0	10	Bilingual	9	Bilingual	Farm worker	11/70	9/72
8.	DEL REMEDIO, JANET *	37	4452 Second Street	1	14 1½ Phil.	Filipino	None	Filipino	Farm worker	1/71	1/72
9.	ESQUIRROLA, SYLVIA	56	4455 3rd Street	5,8,13, 14,16	12 Mex.	Spanish	6 Mex	Spanish	Farm worker	11/70	6/72
10.	GOMEZ, CATALINA *	42	1045-B Escalante	1	6 Mex.	Spanish	3 Mex.	Spanish	Farm worker	12/71	1/72
11.	GOMEZ, GABRIELA *	32	(1-6-70) 1005-A Escalante	4½, 6	11 Mex.	Spanish	5 Mex.	Spanish	Farm work	12/71	1/73
12.	GONZALES, ERIC	25	4430 Second Street	9, 8	8	Bilingual	4	Bilingual	Roofer	9/71	6/72
13.	GUERRERO, CARMEN *	47	(10-5-68) 428-A Tognazzini	0	5 Mex.	Spanish	None	Spanish	Farm work	12/70	1/73
14.	HERNANDEZ, BETTY	51	4449 Cedar	7, 2	8 Mex.	Bilingual	6 Mex.	Bilingual	Construction	11/70	9/72
15.	HERNANDEZ, HENRY	45	232 Campodonico	8	6	Spanish	12	Bilingual	Puritas Cooler	9/71	9/72
16.	HERNANDEZ, LAURA *	28	4449 Cedar Street	7, 4	8 Mex.	Bilingual	6 Mex.	Bilingual	Construct.	10/72	1/73

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FAMILIES FROM GUADALUPE

:O.	LAST FIRST	AGE IN 1O.	ADDRESS	SIBL-LINGS AGE	MOTHER		FATHER			PROGRAM	
					EDU	LANGUAGE	EDU	LANGUAGE	OCCUPATION	DATE IN	DATE OUT
17.	MAGARA, BOLTAZAR	56	4466 Cedar Street	15,13, 11,9,5	4 Mex.	Spanish	3 Mex.	Spanish	Farm work	11/70	9/72
18.	MARTINEZ, ELIAS	47	4454 Third Street	12,11,10,13, 9,8,7,1	6 in P.Rico	Spanish	9 in P.Rico	Spanish	Welfare	11/70	9/72
19.	MARTINEZ, MIKE	29	(4-29-70) 4454 Third Street	12,11,10,9, 8,7,6	6 in P.Rico	Spanish	9 in P.Rico	Spanish	Welfare	10/71	12/72
20.	RAMOS, CARLOS *	35	(11-13-69) 874 Pacheco Street	7, 4	5 Mex.	Spanish	4 Mex.	Bilingual	Labor Union Sugar	10/72	1/73
21.	RAMOS, JESUS	51	874 Pacheco Street	7, 3	5 Mex.	Spanish	4 Mex.	Bilingual	Labor Union Sugar	11/70	9/72
22.	REYES, IGNACIO	31	4472 Cedar	7, 5	4	Bilingual	5	Bilingual	Field work	10/70	6/72
23.	REYES, SOFIA *	26	(9-18-70) 880 Olivera Street	20	4 Mex.	Spanish	None	Spanish	Farm work	10/71	1/73
24.	RUFFINO, RICHARD *	25	(10-8-70) 4407 Holly Street	0	6 in Phil.	English & Filipino		Eng. & Filip.	Farm work	10/72	1/73
25.	RUIZ, ELOY	50	870 Apt. 5 Pioneer Street	8, 7	5	Bilingual	3	Bilingual	Field work	11/70	6/72
26.	RUIZ, MIKE	33	870 Apt. 5 Pioneer Street	8, 7, 4	5	Bilingual	3	Bilingual	Field work	10/71	6/72
27.	SANTIAGO, EVELYN	50	1028-A Excalante	16,15,13 12,9	10 in P.Rico	Spanish	9 in P.Rico	Spanish	Welfare	11/70	9/72
28.	ZEPEDA, ROSA MARIA *	23	(10-5-70) 430 Tognazini	0	None	Spanish	None	Spanish	Farm work	4/71	1/73
29.	ESPINOSA, ANDREW	48	1089 Escalante	2	10	Bilingual	8	Bilingual	Service Sta. Atten.	12/70	6/72
30.	HERNANDEZ, MARIA	57	870 Pioneer Street	5	3	Spanish	None	Spanish	Welfare	11/70	6/72

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FAMILIES FROM LOMPOC

NO.	LAST FIRST	AGE IN MO.	ADDRESS	SIBL-LINGS AGE	MOTHER		FATHER			PROGRAM	
					EDU	LANGUAGE	EDU	LANGUAGE	OCCUPATION	DATE IN	DATE OUT
1.	ALVAREZ, VICTORIA	26	431 N. "J" Street	6	12	Bilingual		Bilingual	Field work	9/72	
2.	ANCIOLA, CHRISTINA	20	811 W. Apricot Street	8, 6, 34 mo.	8	Bilingual	10	Bilingual	Appliances	9/72	
3.	CHAVEZ, CARMEN	20	416 North "J" Street	9, 5, 32 mo.	6	Bilingual		Bilingual	Truck Drive	9/72	
4.	DAVIS, KAREY	12	512 North "O" Street	4	9	English Speak, Read				10/72	
5.	GUEVARA, FITZ	26	901 West Airport		12	Bilingual	12	Bilingual	Custodian	10/72	
6.	JOVEN, JOSE	30	209½ South "G" Street		1[illegible]	English Speak, Read	12	Eng. S. R.	Gas Station	9/72	
7.	WOOTON, SHANNON	27	114 South "L" Apt. 9	4	12	English, Speak,Read				9/72	
8.	BARDOS, JASON	16	3670 Via Gala		10	English, Speak, Read	13	Eng. S. R.	Utility	9/72	
9.	CUMMINGS, JANE	17	218 North "C" Apt. B		12	English, Speak, Read				9/72	
10.	BENHART, GARY	14	1433 Calle Primera	13,8,5	9	English, Speak, Read				10/72	
11.	CHAVES, LORELEI	16	Camp Cook Access Road	10, 9, 8, 7, 5	6	Bilingual	10	Bilingual	Field work	9/72	
12.	DELGADO, SHAWN	36	1440 Calle Marana	6, 4	14	English, S. R.	12	Bilingual	Truck drive	10/72	
13.	DOZAL, JOHN	27	3340 Rucker Road	4, 3	11	Bilingual				9/72	
14.	JACKSON, TARSHA	15	410 North "I" Apt. A.	1 mo.	11	English, Speak, Read				10/72	
15.	FITHIAN, KARA STAR	33	1558 Calle Miro	12 mo.	12	English, Speak, Read				10/72	
16.	SAKRY, PAUL	25	1632 Calle Nueve	5	12	English, Speak, Read	10	English, S.R.	Unemployed	9/72	

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INFORMATIONAL STATISTICS

FAMILIES FROM LOMPOC

					MOTHER		FATHER			PROGRAM	
O.	LAST FIRST	AGE IN MO.	ADDRESS	SIBLINGS AGE	EDU	LANGUAGE	EDU	LANGUAGE	OCCUPATION	DATE IN	DATE OUT
17.	SLAIGHT, ELIZABETH	22	1771 Calle Lindero	3 mo. 10,8,	13	English, Speak,Read	14	Eng. S. R.	Unemployed	10/72	
18.	CORNETT, MARGARET	17	213 South First Place		13	English, Speak,Read				10/72	
19.	OLSON, STEVEN	19	723 North "A" Street Apt.B		11	English, Speak, Read				10/72	
20.	PICKETT, DANIELLE	12	205 Princeton Place		12	English, Speak, Read				10/72	
21.	WHEATON, KATHY	17	120 North "B" Street Apt.D		11	English, Speak rRead	10	Eng. S. R.	Farmer	10/72	
22.	MURPHY (KRAMER)LEON.	19	215 North "K" Street, Apt.C		14	English				9/72	

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FAMILIES FROM SANTA MARIA

NO.	LAST FIRST	AGE IN NO.	ADDRESS	SIBLINGS AGE	MOTHER EDU	MOTHER LANGUAGE	FATHER EDU	FATHER LANGUAGE	FATHER OCCUPATION	PROGRAM DATE IN	PROGRAM DATE OUT
1.	ACOSTA, LISA *	41	(6-18-69) 3245 Orcutt Road	13	12	Bilingual	6	Bilingual	Sugar plant	1/71	1/72
2.	ACOSTA, ALMA	58	325 West Fesler	12,1[illegible],18,17, 9,7,[illegible],16,13	2 4	English S. R. Spanish, S.R.	4	Bilingual	Field work	6/71	6/72
3.	AGUIRRE, MICHELLE	52	919 North Barbara Street	6,5,3	10	English	10	English	Appliance Repairman	11/70	8/72
4.	AGUIRRE, DANNY *	38	919 North Barbara Street	6,5,4½	10	English	10	English	Appliance Repairman	10/71	6/72
5.	ARCA, GERALDINE *	31	(4/23/70) 712 N. Dejoy Street	4½	8	English Filipino	12	English Filipino	Retired	10/71	1/73
6.	ARMENTA, AUDREY	55	715 West Alvin	3	11	Bilingual	8	Bilingual	Farm work	6/71	6/72
7.	AVILA, FELIPE	57	613 West Cypress	7,6,3, 6 mo.	Primary in Mex.	Spanish	None	Spanish	Farm work	12/70	8/72
8.	BARBA, ALBERTO	37	950 West Harding	24,17,7 22,10,14	5	Bilingual	1 Mex	Spanish	Construction	11/70	3/72
9.	BARRAGAN, ROSA	57	1203 West Main	12, 10, 11,5	3 Mex.	Spanish	5 Mex	Spanish	Farm work	11/70	8/72
10.	BAUTISTA, ISABEL *	24	(11-18-70) 1039 West Liberty	19,18,17 15,10,12,5	12	Bilingual	3	Bilingual	Construction	10/72	1/73
11.	BARRETO, ANASTACIO	53	410 West Grant	16, 10, 7,5,4	None	Spanish	None	Spanish	Farm work	11/70	9/72
12.	CABACUNGAN, RENEE	37	926 West Harding	11, 10, 7, 6	12	English	12	English	Farm work	11/70	6/72
13.	CARDENAS, ALICIA ELVA	23	504 Chapel	20,17,8 14,11	6 Mex.	Spanish	8	Bilingual	Construction	10/71	6/72
14.	CASTILLO, FELIX	41	409 North Bonwiley	15,6,7	8	Bilingual	10	Bilingual	Farm work	11/70	6/72
15.	CASTRO, DAVID	35	514-D North Lincoln	0	12	Bilingual	11	Bilingual	Welfare	12/70	6/72
16.	CASTRO, DAVID *	33	(4/10/70) 1007 North Bonwiley	0	13	Bilingual	14	Bilingual	Lic. Evang'lst	10/72	1/73

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INFORMATIONAL STATISTICS

FAMILIES FROM SANTA MARIA

NO.	LAST FIRST		AGE IN MO.	ADDRESS	SIBLINGS AGE	MOTHER		FATHER			PROGRAM	
						EDU	LANGUAGE	EDU	LANGUAGE	OCCUPATION	DATE IN	DATE OUT
17.	CEJA, ANTHONY	*	42	(3/21/69) 1313 North Depot	11, 10	11	Bilingual	14	Bilingual	Teletype Opr	11/70	1/73
18.	CUELLO, JAIME		41	416 West El Camino	17,15,1	2 Mex.	Spanish	3 Mex.	Spanish	Farm work	12/70	8/71
19.	CUELLAR, REBECCA		57	311 West Church	17,15,14 13,11	10	Bilingual	9	Bilingual	Welfare	11/70	6/71
20.	CUEVAS, JOEY	*	30	(5/16/70) 519 West Park Street	0	12	Bilingual	12 Mex.	Bilingual	Union Sugar	10/72	1/73
21.	DE LEON, JESSE		50	401 West Cook	14,12,11 7,6	7	Bilingual	3	Bilingual	Dairy	12/70	6/72
22.	DE LEON, SOFIA	*	28	(5/18/70) 916 West McElhaney	14,12, 11,8	10	Bilingual	10	Bilingual	Golf Course Maint.	10/71	1/73
23.	DE LUNA, CAROLINA		60	1707-D North Pine Street	7	5 Mex.	Spanish	3 Mex.	Spanish	Heavy Equip. Operator	11/70	6/72
24.	DIAZ, SANDRA	*	35	3745 Orcutt Road # 10	7	5 Mex.	Spanish	2 Mex.	Spanish	Farm work	10/72	1/73
25.	FIGUEROA, FERNANDO		53	1736 North Pine Street	4, 6	6 Mex.	Spanish	6 Mex.	Spanish	Farm work	11/70	6/72
26.	GOODAN, DAVID,	*	22	(1/28/70) 802 West Harding	0	11	Bilingual		(unwed Mother)		10/72	1/73
27.	GARCIA, BELINDA		44	412 North Taylor	8, 7	8	Bilingual	13	Bilingual	Cement maso	11/70	6/72
28.	GRIEGO, ANTHONY	*	25	(8/6/70) 1007 North Bradley	3,6,8,10 13,14	12	English	12	English	Oil fields	9/71	1/73
29.	GRIEGO, MARK	*	44	(1/22/69) 1007 North Bradley	1,6,8,10 13,14	12	English	12	English	Oil fields	11/70	1/73
30.	GUZMAN, MARTIN	*	44	(1/6/69) 1240 West Donovan	20,18,16 13,9,6	None	Spanish	None	Spanish	Farm work	1/71	1/73
31.	HERNANDEZ, SONIA		36	326 North Mary Drive	6	10	Bilingual	14	Bilingual	P G & E	11/70	6/72
32.	HERRERA, JACOBO		31	612 West Donovan	4	12	Bilingual	12	Spanish	Farm work	9/71	6/72

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NO.	LAST FIRST	AGE IN MO.	ADDRESS	SIBLINGS AGE	MOTHER		FATHER			PROGRAM	
					EDU	LANGUAGE	EDU	LANGUAGE	OCCUPATION	DATE IN	DATE OUT
33.	[illegible], PAMELA	31	407-C North Benwiley	5, 4	12	English	12	English	Welfare	10/71	6/72
34.	KASIMOVIS, RONALD	47	1012 South Railroad Apt. C	5	12	Bilingual	12	English	Welfare	9/70	6/72
35.	LOPEZ, MARGARITA *	13	(9/20/71) 625 North Pine	20 mo.	12	Bilingual	2	Bilingual	Construction	10/70	1/73
36.	LOPEZ, LINDA *	31	(4/22/70) 615 North Pine	1	12	Bilingual	2	Bilingual	Construction	10/70	1/73
37.	LOPEZ, LINDA	29	326 West Fesler	2,5,6, 13	7	Bilingual	7	Bilingual	Farm work	9/71	6/72
38.	McGEE, DARLA	45	833 West Harding	10,7,7	12	English	12	English	Carpinter	11/70	6/70
39.	MARRUFO, FRANCES	50	217 Benwiley	0	12	English	8	English	Farm work	11/70	5/72
40.	MARTINEZ, RICHARD	56	1609 North Thornberg	0	9	Bilingual	8	Bilingual	Farm work	11/70	10/72
41.	MARTINEZ, VALERIE	46	304 West Church	20,16,15 13,12,8	10	Bilingual	10	Bilingual	Welfare	11/70	6/72
42.	MAGILLIN, DANIEL *	25	(8/1/70) 1741-D North Pine	5		Spanish		Bilingual	Welfare	10/71	1/73
43.	MEDINA, DANIEL	27	520 West Orcha rd	5, 6	8	Bilingual	3 yrs.	Spanish	Field work	10/71	6/72
44.	MEDINA, SOTERO	43	1649-A Cunderson	7,8,10, 12	9	Bilingual	9	Bilingual	Truck driver	10/70	6/72
45.	MEJIA, JUAN *	34	(11/21/69) 1606 North Pine	21,11, 9,7	6 yrs.	Spanish	None	Spanish	Welfare	11/70	1/73
46.	MUCIO, DAWN	45	710 East Orange	1 mo.	12	English	13	English	Store Clerk (wife)	1/71	6/72
47.	ORTIZ, ARMANDO	46	322 West Fesler	7, 2	10	Bilingual	6	Spanish	Disabled	11/71	6/72
48.	PALATO, JEAN NICOLE *	36	(9/6/69) 607-A West Cook	5	12	Bilingual	12+ go to coll.	Bilingual	Columbia Records	9/71	1/73

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INFORMATIONAL STATISTICS

FAMILIES FROM SANTA MARIA

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					EDU	LANGUAGE	EDU	LANGUAGE	OCCUPATION	DATE IN	DATE OUT
49.	TATE, SABRINA *	33	(1/5/70) 1700-B Gunderson Lane	9, 4	12	English	10	English	Frozen Food Packer	10/71	1/73
50.	PEREZ, EMILIO	36	906 West Evergreen	12,11,1 9,7,6	11	Bilingual	11	Bilingual	Service Sta. Atten.	1/70	6/72
51.	REGALADO, JASON *	41	(4/3/69) 1433 North Western	11,15, 9,6	4	English	8	Bilingual	Union Sugar	12/70	1/73
52.	REGALADO, FIDENCIO	58	125 South Russell	1½, 7	None	Spanish	2 Mex	Spanish	Field work	11/70	6/72
53.	ROBLEDO, ORLANDO	41	289-A Newlove Drive	8,6,2	7	Bilingual	6	Bilingual	Field work	12/70	6/72
54.	RIVERO, MARISELLO	53	316 North Mary	7	8 Mex	Spanish	10	(Parents Separated)		12/70	10/72
55.	ROMERO, DISIREE	49	816 South Depot	11,9,7	12	Bilingual	10	Bilingual	Farm work	12/70	3/72
56.	RUBIO, JUANA M. *	37	(8/2/69) 3245 Orcutt Road Apt. 11	0	6 Mex.	Spanish	2 Mex.	Spanish	Farm work	10/71	1/73
57.	RUIZ, RUBEN *	29	(4/21/70) 1020-A West Chapel			Spanish		Spanish	Farm work	9/71	1/73
58.	RULE, KENNETH *	44	(4/11/69) 1600 East Clark	0	6 Sp.Ed.	English	9	English	Welfare	1/72	1/73
59.	SANCHEZ, ISREAL	47	836 West Berrett	8,7,19,16, 14,13,11	6	Spanish	None	Spanish	Welfare	11/70	9/72
60.	TENIENTE, MARIA	53	226 West Taft Street	6, 2	12 Mex.	Spanish	8	Bilingual	Land-scaping	11/70	6/72
61.	THOMAS, COLLEEN	49	822 East Sierra Madre	12,10,9	12	English	12	(Parents Divorced) English	Welfare	11/70	9/72
62.	THRALL, TAMMY	46	1124 North Dejoy	9,10,11	10	English	12	English	Welfare	12/70	5/72
63.	TREVINO, OSCAR *	47	501 West Lemon	9,14,11	4	Spanish	4 Mex.	Spanish	Construct.	12/70	1/73
64.	VEGA, BLANCA ESTELLA *	38	(7/24/69) 3245 Orcutt Road #4	3	5 Mex.	Spanish	3 Mex.	Spanish	Farm labor	11/70	1/73

BEST COPY AVAILABLE INFORMA''IONAL STATISTICS FAMILIES FROM SANTA MARIA

					MOTHER		FATHER			PROGRAM	
NO.	LAST FIRST	AGE IN MO.	ADDRESS	SIBLINGS AGE	EDU	LANGUAGE	EDU	LANGUAGE	OCCUPATION	DATE IN	DATE OUT
65.	VEGA, MARIA *	23	(10/5/70) 3245 Orcutt Road #4	2	5 Mex.	Spanish	3 Mex.	Spanish	Farm labor	9/71	1/73
66.	WILLIS, STEVEN *	48	(9/6/68) 846 Union Street	10,7,5	12	English	12	English	Oil fields	12/70	1/73
67.	VILLA, VICTOR	58	316-A West Cox	14,11	9	Spanish		Bilingual	Farm work	11/70	8/72
68.	YESCAS, DIANA *	31	(5/16/70) 219-B North Smith	0	12	Bilingual		(Unwed Mother)		10/72	1/73

PRE-POST PARENT SURVEY COMPILATION RESULTS

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October 1972-January 1973

AREAS OF SURVEY	Carpinteria Teen-Tutor % of Change	Goleta Home Demo. % of Change	Lompoc Mothers' Group % of Change	Santa Maria Guadalupe Multiple % of Change	Total Change
I. HOME ENVIRONMENT					
Item 1. Educational sources	7% change	4% change	17% change	5% change	8%
Item 2. T.V. shows watched	6% change	13% change	13% change	13% change	11%
Item 7. Pets in the home	7% change	3% change	2% change	6% change	4.5%
Item 8. Places visited	10% change	13% change	16% change	4% change	10%
Item 9. Childrens' materials	18% change	27% change	36% change	7% change	21%
II. GROWTH & DEVELOPMENT					
Item 4. Situational reactions	14% change	13% change	8% change	15% change	12%
Item 6. Attitudinal reactions	6% change	10% change	10% change	11% change	9%
Total % change by model	9.7% change	11.8% change	14.2% change	7.8% change	11%

	GOAL RATING		GOAL RATING		GOAL RATING		GOAL RATING		FINAL RATING	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
III. PARENTS' LIFE'S GOALS	1. Health 2. Ed. 3. God 4. Tw/F*	1.God 2.Ed. 3.Health 4.Tw/F	1.Tw/F 2.Health 3.G.Liv. 4.God	1.Health 2.Tw/F 3.G.Liv. 4.Job	1.Ed. 2.Job 3.God 4.B.Home**	1.Ed. 2.Job 3.God 4.B.Home	1.God 2.Health 3.Friends 4.Tw/F	1.God 2.Job 3.Tw/F 4.Health	1.God 2.Health 3.Tw/F 4.Ed.	1.God 2.Job 3.Health 4.Ed.

Number of families in pre survey 114
Number of families in post survey 86

* Tw/F - Time with Family
** B.Home-Beautiful Home

COMMENTS FROM MOTHERS

Teen-Tutor Model - Carpinteria

"This program helps the mother understand and teach her child."

"This helps the tutor, so that when she has her own children, she'll understand more."

"All the material is great."

"The child can get more out of everyone he or she encounters."

COMMENTS FROM MOTHERS

Home Demonstration Model - Goleta

"I didn't let my baby undress himself because I just didn't think he could. I let him try once and he surprised me. He squealled with pleasure when he pulled off his own socks."

"We used to watch T.V. all the time. Now we play with the baby in the evenings."

"I learned a lot of things I'd just never thought of before. For example, I do things now with the baby from left to right so she will have that habit established long before she starts to read."

"My little girl has learned to like stories so much. She's always asking me to read her a story. It takes a lot of time, but I do it because I know how important it is now."

"My little girl has really started talking. She used to be really shy. Now she talks all the time."

"I've learned a lot about discipline. Now I try to encourage my little boy for the good things he does. I try to avoid confrontations or power struggles because he usually wins!"

"You have oriented me with what I should be doing with the baby. I would have left her alone to say whatever she wanted whenever she wanted. We wouldn't have made her repeat and we wouldn't have talked to her so much. I use the books to see what she should or could be doing. We teach her the few words we know in English."

"You gave me good advice and it worked. With your advice I got my little girl potty trained quickly. I had been struggling and [illegible] with her. Your idea worked like a charm.

If I had a problem you had some advice for me. You made me aware of how important it is to answer my girls' questions. The older one talks all the time and is always asking questions, but now I know why she asks. I know that's how she learns, so I try to answer."

"You gave me ideas to teach him how to use a spoon so he can learn to feed himself. I know it is important for him to try. He spills a lot, so I have one spoon and give him mouthfuls once in a while while he used his own spoon. He gets the practice, but he's still getting fed. He can't say anything yet, but we sure are surprised at all he understands."

"He just loves the puzzles you bring. He works on them till he gets it and then keeps on and keeps on doing it. We brought him a set of Dr. Seuss books. He wants us to read them all the time. I want him to go to preschool so he can learn English. We don't know enough to teach him. His grandparents don't know what to do with him during the day and can't control him."

"Jackie has learned a lot because we are both home now. She also has learned a lot from Raymond. He brings things home from school, and she tries to do the same. You gave us ideas for more things to teach her. She couldn't draw a face yet, but the idea to do it with clay worked. That she could do. We see a lot of people here (low-income housing project) who really need this kind of program."

"This really has brought Annette out of her shyness. She wouldn't talk at all when we started, and now she says whole sentences. When she sees you she says,'My teacher!'"

COMMENTS FROM MOTHERS

Mothers' Group - Lompoc

"This class has given me more confidence in myself than anything else I have done because everyone there helped me not to feel awkward."

"My little boy is an only child and when we started coming to the class, he couldn't get along with the other children. Since then, he has matured so much everyone has noticed the change in him."

"I really got scared when I realized that my child should be talking and could only say Mama. So the whole family started working on her vocabulary. She really talks a lot now and she understands and can do anything you tell her."

"We like Mrs. LaRiva because she is just like one of us, not Miss Snooty P.T.A. looking down her nose at us."

"I have learned more from the group of Mothers than anything, really. I have found out that my children aren't the only ones who have gone through strange phases. I have been able to relate to them all about our kids, home, husbands, and myself. Now it's easier for me to cope with problems in my home."

"The other Mothers have helped me solve so many of my little problems with Janie I don't know what I'll do now that we won't be meeting anymore. We should have a buddy system where we would be able to call someone when in need of help."

"I liked the program and hate to see it end. We've had fun and learned a lot."

"Just when we got to know each other we have to quit the meetings."

"My husband is really surprised at our little boy and he pays more attention to what he can and can't do since we've been going to school."

"Can my husband join the class? He wants to come, too."

"The baby likes you because you always have new things for her to do and you give colored stars."

"You encourage me because you seem like you're just as proud of my baby as I am."

COMMENTS FROM MOTHERS

Combined Models - Santa Maria-Guadalupe

"I am really surprised that my child can learn so quickly, especially English."

"This program would be better if you would work with the child."

"I am following the steps in the Activity book and I am very pleased with the results."

"It is too bad this program has to discontinue when you know it is successful."

"I know my child will succeed in school, something my older children were not able to do."

"Since my child started with the project, I have become aware of buying educational toys."

"The project gave me an opportunity to learn English with my child."

"I did not believe my child would be this interested in books at this early age."

"The project can teach my child things that I cannot."

"I give more time to my child since being in the project."

FEB., 1973 -MAY, 1973 FAMILY STATISTICS **BEST COPY AVAILABLE** PROJECT I.D.E.A.

COMMUNITIES	NO. OF FAM.	NO. OF SPANISH SUR-NAMES	NO. OF SIBL.	AVG. EDUCATION		MOTHER'S LANGUAGE				FATHER's LANGUAGE			
				MOTHER	FATHER	ENG. ONLY	SPAN. ONLY	Bi-L.	OTHER	ENG. ONLY	SPAN. ONLY	Bi-L.	OTHER
CARPINTERIA	24	14	44	8	8	11	7	5	0	9	6	3	0
GOLETA	21	9	36	11½ 6½ Mex.	13½ 6 Mex.	13	4	4	0	11	5	2	1
LOMPOC	18	6	35	10	11	11	0	7	0	12	0	6	0
GUADALUPE	21	16	46	7	7	0	6	15	0	2	7	9	1
SANTA MARIA	19	15	29	9	8	3	4	12	0	2	8	5	0
TOTAL	103	60	190	4/ 5½ Mex 9	3/6 Mex 9	38	21	43	0	36	26	25	2

February, 1973 - May, 1973

INFORMATIONAL STATISTICS BEST COPY AVAILABLE FAMILIES FROM CARPINTERIA

O.	LAST FIRST	AGE IN MO.	ADDRESS	SIBL-LINGS AGE	MOTHER		FATHER			PROGRAM	
					EDU	LANGUAGE	EDU	LANGUAGE	OCCUPATION	DATE IN	DATE OUT
1.	ALONZO, Randy	18	1471 Azalea	none	12	Bilingual	12	Bilingual	County Employee	3/1/3	5/15/3
2.	BENSON, Judy	8	141 Holly #1	12, 11, 10, 9	9	English	10	English	Service Sta. attendant	3/30/3	5/15/3
3.	BENSON, Shilo	23	4892 Dorrance Way	15,14,13 10,11	7	English	7	English	Mechanic	3/1/3	5/15/3
4.	CARRILLO, Robert	29	4900 Dorrance Way Apt. A.	none	12	English	12	English	Infared Employee	3/1/3	5/15/3
5.	CLARK, Jennifer	20	5090 Seventh Street, Apt. B.	none	11	English	12	English	Construction	4/12/3	5/15/3
6.	CONTRERAS, Carmen	18	1055-B Cramer Road	none	10	Spanish	6	Spanish	Nursery	3/13/3	5/15/3
7.	CONTRERAS, James	40	685-B Maple	11	10	Bilingual	10	Bilingual	Machinist	3/13/3	5/15/3
8.	DE LA CRUZ, Valerie	32	690 Maple	4				Bilingual	Grocery Boxer	2/1/73	5/15/3
9.	DELGADO, Norma	15	4631-B Seventh Street	3 mon.	9	Spanish	6	Spanish	Lemon Picker	2/1/73	5/15/3
10.	FAVEROS, Pamela	34	4299 Carpinteria Avenue	5 mon.	12	English		English	Electrician	cont. 9/72	5/15/3
11.	FLORES, Angel	24	4484 Carpinteria Avenue	10, 7	8	Bilingual				2/1/73	5/15/3
12.	HALL, Todd	37	1476 Namouna Street	5	12	English	16	English	Navy	cont. 9/72	5/15/3
13.	HERNANDEZ, Gloria	18	4950 Fifth Street	13,12,11,7 5,3,3 mon.	0	Spanish	1	Spanish	Nursery	2/11/3	5/15/3
14.	LOMBERA, David	32	4934 Fifth Street	4, 5	12	Bilingual				2/11/3	5/15/3
15.	LOWE, Shawna		141 Halley, Apt. 3	4, 12	10	English				2/11/3	5/15/3
16.	MANSELL, Patrick	30	4865 Sawyer Road	7, 1½	12	English	12	English	Laundry	2/11/3	5/15/3

February, 1973 - May, 1973

INFORMATIONAL STATISTICS

FAMILIES FROM CARPINTERIA

					MOTHER		FATHER			PROGRAM	
NO.	LAST FIRST	AGE IN MO.	ADDRESS	SIBLINGS AGE	EDU	LANGUAGE	EDU	LANGUAGE	OCCUPATION	DATE IN	DATE OUT
17.	PARRA, Alejandro	13	4676 Ninth Street	4,5,11	2	Spanish	2	Spanish	Ranch Work	2/1/73	5/15/73
18.	[illegible], Jennifer	12	853 Holly, Apt. B	none	12	Bilingual	12	English	Nursery	2/1/73	5/15/73
19.	[illegible], Buffalo	40	4956 Third Street	none	14	English	14	English	[illegible]'s Electrician (Kilovac)	1/12/73	5/15/73
20.	SANFORD, Pamela	37	5387 Eighth Street Apt. 3	none	11	English				2/1/73	5/15/73
21.	SANCHEZ, Angelica	12	141 Holly, Apt. 2	3,4,5	4	Spanish	2	Spanish	Baker	2/1/73	5/15/73
22.	SANCHEZ, Jose A.	32	141 Holly, Apt. 2	1,4,5	4	Spanish	2	Spanish	Baker	2/1/73	5/15/73
23.	SCHINDLER, Janelle	36	160 Ash, Apt. 3	9	12	English				2/1/73	5/15/73
24.	SOTO, Antonio	27	940 Walnut	8,7,6,4	4	Spanish				2/1/73	5/15/73

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FEB. 15, 1973 - MAY 15, 1973

INFORMATIONAL STATISTICS

FAMILIES FROM GOLETA

NO.	LAST FIRST	AGE IN MO.	ADDRESS	SIBLINGS AGE	MOTHER		FATHER			PROGRAM	
					EDU	LANGUAGE	EDU	LANGUAGE	OCCUPATION	DATE IN	DATE OUT
1.	BRADDOCK, Aurora	17	5729 Aguila (rear)	5	10	English	12	English	self-employ.	2/73	5/73
2.	[illegible], Sena	20	1931 Red Rose Way #3, S.B.		12	English	14	English	newspaper deliverer	3/73	5/73
3.	GUTIERREZ, Manuel J.	13	657 San Marcos Road	14, 13 12,9,7	7 Mex.	Bilingual	5 Mex.	Bilingual	disabled	2/73	5/73
4.	JACOBSON, James	13	6730 Trigo Road #B		16	English	17	English	minister	2/73	5/73
5.	LEWIS, Kathleen	24	Postal Box 229, Goleta	3, 1	17	English	18	English	bank appraiser	3/73	5/73
6.	LIZAMA, Emma	25	256 Orange	5	0	Spanish	6 Mex.	Spanish	disabled	2/73	5/73
7.	PATINO, LuzElena	18	4740 Baxter	4 mos.	6 Mex.	Spanish	6 Mex.	Spanish	cook	2/73	5/73
8.	PLACENCIA, Juan C.	12	95 Tecolote #2	5	7 Mex.	Spanish	6 Mex.	Spanish	ranch work	2/73	3/73
9.	[illegible], Patrick	17	1230 Camino Rio Verde		13	English	12	English	painting contractor	3/73	5/73
10.	RAY, Sarah	36	694 San Ricardo	11, 10 8, 6	12	English	13	English	computer technician	11/72	4/73
11.	[illegible], Robert	33	140 Camota Way	9, 8, 6 5, 4	7	English	12	English	unemployed painter	2/73	5/73
12.	[illegible], Michelle	33	6530 Del Playa	6, 1	13	English	16	Persian English	insurance	2/73	5/73
13.	[illegible], Peter	8	6220 Parkhurst		16	English	16	English	electronics	2/73	5/73
14.	SIFUENTES, Rosa	27	3146A S. Fairview	6, 4	11	Bilingual	11	Bilingual	Goleta City Water Distr.	2/73	5/73
15.	[illegible], Tiffany	16	1446 Carnation Pl., Carp.	11, 9,4	13	English	12	English	Diesel mechanic	2/73	5/73
16.	VALENZUELA, Jose	29	5630 Armitos	8, 7, 6 5, 4	10	Bilingual	6 Mex.	Bilingual	ranch foreman	2/73	5/73

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February, 1973 - May, 1973 INFORMATIONAL STATISTICS FAMILIES FROM GUADALUPE

NO.	LAST FIRST	AGE IN MO.	ADDRESS	SIBLINGS AGE	MOTHER		FATHER			PROGRAM	
					EDU	LANGUAGE	EDU	LANGUAGE	OCCUPATION	DATE IN	DATE OUT
17.	RODRIGUEZ, Armond	17	4465 Birch Street	none	12	Bilingual	11	Bilingual	Forklift Operator	3/15/73	5/30/73
18.	RUBLACABA, Simona R.	34	4402 Fourth Street	16,14,13, 11,8 mo.	7	Bilingual	11	Bilingual	Produce Receiver	2/5/73	5/30/73
19.	RUIZ, Stephen	21	4431 Second Street	5,11,8 7, 4	6	Bilingual	7	Bilingual	Mechanic	1/30/73	5/30/73

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February, 1973 - May, 1973

INFORMATIONAL STATISTICS

FAMILIES FROM GUADALUPE

NO.	LAST FIRST	AGE IN MO.	ADDRESS	SIBLINGS AGE	MOTHER		FATHER			PROGRAM	
					EDU	LANGUAGE	EDU	LANGUAGE	OCCUPATION	DATE IN	DATE OUT
1.	ALVAREZ, Ray	16	4471 Birch Street	none	8	Bilingual	12	Bilingual	Service Sta. Attendant	1/30/73	3/28/7
2.	ARRECHIGA, Sandra	21	4473 Third Street	none	11	Bilingual	12	Bilingual	Freezer Laborer	3/29/73	5/31/7
3.	ARRELIANO, Monica	27	843-D Guadalupe Street	3, 4	6	Spanish	6	Spanish	Farm Laborer	2/7/73	3/31/7
4.	CANAS, Jennie	28	1094-A Escalante Street	19 18,17, 16 15, 10	8	Bilingual	0	Spanish	Tractor Driver	2/9/73	3/2/73
5.	GUTIERREZ, Ruben	15	921-A Obispo Street	none	4	Bilingual		Unwed mother		2/1/73	3/30/
6.	NUENOSTO, Yolanda	12	280-B Tognazzini Street	none	2	Spanish	0	Spanish	Farm Laborer	2/7/73	5/30/3
7.	LOZADO, Sherry	13	357 Campodonico Street	8, 5	10	Bilingual	11	Bilingual	Tractor Driver	2/15/3	5/30/3
8.	MALICDEM, Michelle	15	921-A Obispo Street	4	4	Bilingual		Filipino	Farm Laborer	2/2/73	5/30/3
9.	MAMALIPA, Federico	32	4460 Cedar Street	14	10	Bilingual	3	Spanish	Farm Laborer	2/2/73	5/30/3
10.	MENDEZ, Rosalda	14	1019-A Escalante	8, 7, 3 1 mon.	7	Spanish	2	Spanish	Farm Laborer	1/30/73	3/16/3
11.	MONTIER, Patricia	40	1183 Pacheco	22, 21, 19, 10	1	Bilingual	0	Spanish		3/29/73	5/30/3
12.	REYES, Ramon	16	4472 Cedar Street	7, 6, 3	6	Spanish		Spanish	Farm Laborer	1/30/73	5/30/3
13.	REYES, Rebeca	30	4640 Fifth Street	6 weeks	13	Bilingual	18	Bilingual	Teacher	1/30/73	5/30/3
14.	RIOLIN, Chi-Von	28	4478 Holly Street	none	10	Bilingual		Unwed mother		2/27/73	5/30/3
15.	RINCON, Gloria	26	4479 Third Street	14 17, 16, 12 11,10,9	0	Spanish	4	Spanish	Farm Labor	2/10/73	3/15/3
16.	ROBINSON, Bert	17	4412 Fourth Street	none	11	Bilingual	11	Bilingual	Ice Loader	3/13/73	5/30/

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INFORMATIONAL STATISTICS

FAMILIES FROM LOMPOC

NO.	LAST FIRST	AGE IN MO.	ADDRESS	SIBLINGS AGE	MOTHER		FATHER			PROGRAM	
					EDU	LANGUAGE	EDU	LANGUAGE	OCCUPATION	DATE IN	DATE OUT
1.	AMICK, Roberta	36	112 North "D" Street	11,9,7	12	English	11	English	Divorced	2/1/73	5/17/7
2.	BOLLINGER, Debbie	33	727 North "A" Street	8,6,4 5	10	Bilingual	12	English	Divorced	2/1/73	5/17/7
3.	BUSTILLOS, Robert	29	722 North "A" Street, Apt. A	9,8,6	11	Bilingual	6	Bilingual	Divorced	2/1/73	5/17/7
4.	DARBY, Derek	16	412 South "T" Street	7, 5, 4	10	English	12	English	Incarcerated	2/1/73	5/17/7
5.	DE LA CRUZ, Mia	18	1009 West Apricot Street		Mex.	Bilingual	11	Bilingual	Unemployed	2/1/73	5/17/7
6.	GARCIA, Robert	29	316 West Cypress Street	5	10	Bilingual	12	Bilingual	Laborer	2/1/73	5/17/7
7.	GILLIAM, Amber	19	1500 East North Avenue	8 months 3, 3	9	English	8	English	Unemployed	2/1/73	5/17/7
8.	HEDRICK, Penny	14	218 North "C" St., Apt. B		12	English	13	English	Student	2/1/73	5/17/7
9.	HINSON, Ronda	26	205 North "V" Street	17, 15, 13,11,10	11	English	14	English	Divorced	2/1/73	5/17/7
10.	HOFFER, Kelly	19	3370 Via Elba	6 Mons 18, 17, 16,8,8,	12	English	12	English	Divorced	2/1/73	5/1/7
11.	LIMAS, Jorge	26	1129 North Jasmine Street	8, 7	8	Bilingual	12	Bilingual	Laborer	2/1/73	5/17/3
12.	LIMAS, Nena	12	1129 North Jasmine Street		9	Bilingual	8	Bilingual	Laborer	2/1/73	5/17/
13.	LYNN, Edward	12	1500 East North Avenue	6	12	English	11	English	Divorced	2/1/73	5/17/
14.	MILLER, Lavana	16	835 North "O" Street	5, 4	10	English	14	English	Divorced	2/1/73	5/17/
15.	MOSLEY, Carrie	19	217 North "N" Apt. C.		12	English	10	English	Utilities	2/1/73	5/17/
16.	ROMO, Dino	27	3635 Via Orilla	6, 5, 3	12	Bilingual	12	Bilingual	Divorced	2/1/73	5/17/

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INFORMATIONAL STATISTICS

FAMILIES FROM LOMPOC

NO.	LAST FIRST	AGE IN MO.	ADDRESS	SIBLINGS AGE	MOTHER		FATHER			PROGRAM	
					EDU	LANGUAGE	EDU	LANGUAGE	OCCUPATION	DATE IN	DATE OUT
17.	ROSS, Jennifer	11	3847 Via Parte		11	English	11	English	Grocery Clerk	2/1/73	5/17/3
18.	SMITH, Christopher	22	734 North "A" St., Apt. A.		12	English	14	English	Electrician	2/1/73	5/17/3

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February, 1973 - May, 1973

INFORMATIONAL STATISTICS

FAMILIES FROM SANTA MARIA

NO.	LAST FIRST	AGE IN MO.	ADDRESS	SIBLINGS AGE	MOTHER		FATHER			PROGRAM	
					EDU	LANGUAGE	EDU	LANGUAGE	OCCUPATION	DATE IN	DATE OUT
1.	ALCAZAR, Elias, Jr.	24	502 West McElhaney	none	10	Bilingual	0	Bilingual	Tractor Driver	3/6/73	5/30/3
2.	ANTU[illegible], Natividad	20	614-C North Vine	3	10	Bilingual	10	Bilingual	Detail Man	3/10/3	5/30/3
3.	BOTELLO, Baldo	32	308-A South Pine	10 mos	5	Spanish	5	Spanish	Irrigator	2/20/3	3/29/3
4.	CECLIA, Phillip	15	316-A West Tunnell	none	11	English		Unwed mother		3/29/3	5/30/3
5.	CEPEDA, Maria	33	1003 Rosalinu	none	11	Bilingual		Unwed mother		3/7/73	6/30/3
6.	DAVIS, Laura	32	1004 North Golden	1 year 8 months	9	Bilingual	12	English	Truck Driver	2/27/3	6/30/3
7.	ESTRADA, Richard	27	319 West Church	8, 9	12	Bilingual	12	Bilingual	Foreman	2/16/3	5/30/3
8.	FLORES, Ester	27	1127 East Donovan	15 14, 12, 10, 6	8	Bilingual	8	Spanish	Tractor Driver	2/16/3	5/30/3
9.	MEDINA, Debra	34	572 Aster Place	6,7,4	12	Bilingual	11	Bilingual	Abex Machinest	3/22/3	5/30/3
10.	MONTERO, Junice	21	607-B West Cook	13, 10	9	Bilingual		Separated		2/21/3	5/30/3
11.	MONTOYA, Marie	26	527 East Chapel	3, 5	11	Spanish	9	Spanish	Irrigator	3/9/73	3/29/3
12.	MURIN, Jorge	15	290 East Battles Road	10, 8, 6 4, 3	5	Spanish	4	Spanish	Farm Laborer	2/21/3	3/29/3
13.	PEREZ, Loraine	30	200 East Tunnell	1	6	Spanish	5	Spanish	Farm Laborer	3/15/3	5/30/3
14.	RODRIGUEZ, Gabriel	23	505 East Boone	4, 6	11	Bilingual	9	Bilingual	Separated	2/20/3	5/30/3
15.	ROMERO, Diana	17	514-C North Lincoln	none	11	Bilingual	9	Bilingual	Produce Packer	2/20/3	5/30/3
16.	RUIZ, Henry	24	207 North Curryer	none	8	Bilingual	9	Bilingual	Farm Laborer	3/9/73	5/30/3

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February, 1973 - May, 1973

INFORMATIONAL STATISTICS

FAMILIES FROM SANTA MARIA

O.	LAST FIRST	AGE IN MO.	ADDRESS	SIBLINGS AGE	MOTHER		FATHER			PROGRAM	
					EDU	LANGUAGE	EDU	LANGUAGE	OCCUPATION	DATE IN	DATE OUT
17.	SARMENTO, Richard	20	515 Pinal Avenue, Orcutt	none	11	English	11	English	Plasterer	3/28/3	4/21/
18.	ST. JOHN, Terry	21	115 North Mary Drive, Apt.C.	6	12	English	11	English	Machinest	3/2/73	5/30/
19.	VILLARREAL, Yesenia	27	606 West Orange	6, 11 4	6	Bilingual	6	Spanish	Farm Laborer	2/22/3	5/30/3

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PRE-POST PARENT SURVEY COMPILATION RESULTS

AREAS OF SURVEY	MODELS								AVERAGE TOTAL CHANGES		DIFFERENCE BETWEEN GROUPS	
	HOME DEMONSTRATION		MOTHERS' GROUP		HIGH SCHOOL TEEN-TUTORS		COMBINED MODELS					
	% of Change		% of Change		% of Change		% of Change					
I. ENVIRONMENT	* 1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd
Item No. 1	4	3	17	6	7	8	5	6	8	3	+5	
Item No. 2	13	12	13	0	6	1	13	2	11	3	+7	
Item No. 7	3	1	2	5	7	0	6	0	5	1	+4	
Item No. 8	13	1	16	8	10	8	4	19	10	9	+1	
Item No. 9	27	14	34	24	18	5	7	40	21	21	+1	
II. GROWTH AND DEVELOPMENT												
Item No. 4	13	45	8	19	14	34	15	24	13	30		+17
Item No. 6	10	3	10	9	6	5	11	10	9	8	+1	
TOTAL % CHANGE BY MODEL	12	4	14	5	10	4	9	9	11	6	+5	

III. ** PARENTS' LIFE GOALS																	FINAL RATING			
	Pre	Po	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Post	Pre	Post
	H	I	I	I	A	A	I	I	I	C	I	I	C	C	C	C	C	C	I	I
	I	H	H	F	E	E	H	F	A	A	C	C	I	E	I	A	I	E	C	C
	F	F	C	A	C	C	F	H	C	I	A	H	D	H	A	I	H	I	H	A
	C	E	D	H	G	G	E	C	H	H	H	A	H	I	D	E	A	A	A	F

*1st Group - 2/73
2nd Group - 5/73

**

LEGEND

a. Education	d. Friendship	g. Beautiful Home
b. Achievement	e. Good Paying Job	h. Time w/ Family
c. Contact w/God	f. Comfortable Living	i. Good Health

APPENDIX B - CHILDREN

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DATA OF FIRST GROUP OF CHILDREN 9-72 TO 1-73

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DATA ON SECOND GROUP OF CHILDREN 1-73 TO 5-73

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2. DEVELOPMENTAL TASKS 99
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4. STATISTICS ON CHILDREN 101-106

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Oct.,1972-Jan.,1973

STATISTICS ON CHILDRENS' SOCIAL QUOTIENTS

PROJECT I.D.E.A.

							SOCIAL QUOTIENTS									
AGE	CARPINTERIA		GAINS	GOLETA		GAINS	LOMPOC		GAINS	GUADALUPE STA. MARIA		GAINS	TOTAL GAINS	AVG GAINS	RANGE OF QUOTIENTS	
	Pre	Post		Pre	Post		Pre	Post		Pre	Post				Pre	Post
12 - 18	153 117 156			85 133 133	126 150 151	3/76	121 111 114 165 141 148 147	132 106 115 180 124 192 185	7/131	124 112	120 120	2/12	12/219	18.2	85/ 165	106/ 192
18 - 24	145 145 185 119 82 115 130 157 103			142 145 158 200 160 157	148 168 166 211 160 145	6/60	120 118 137 126 104	113 176 122 123 112	5/101	(98) 107	(105) 128	2/28	13/189	14.5	82/ 200	113/ 211
24 - 30	107 141 124 108 112 90 112			198 110 180 163	216 130 173 163	4/45	118 96 120 142 130	129 125 114 143 115	5/62	166 195 171 110	196 160 120 110	4/ 116	13/223	17.1	90/ 198	114/ 216

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Oct.,1972-Jan.,1973

STATISTICS ON CHILDRENS' SOCIAL QUOTIENTS

PROJECT I.D.E.A.

AGE	CARPINTERIA Pre	CARPINTERIA Post	GAINS	GOLETA Pre	GOLETA Post	GAINS	LOMPOC Pre	LOMPOC Post	GAINS	GUADALUPE STA. MARIA Pre	GUADALUPE STA. MARIA Post	GAINS	TOTAL GAINS	AVG GAINS	RANGE OF QUOTIENTS Pre	RANGE OF QUOTIENTS Post
30 - 36	110			135	141	5/55	137	128	2/13	165	165	15/152	22/220	10	38/186	100/203
	117			122	123		127	131		165	165					
	110			146	153					167	167					
				171	203					148	149					
				186	175					88	106					
										146	127					
										135	135					
										104	120					
										160	199					
										140	140					
										133	133					
										112	111					
										100	100					
										135	135					
										112	160					
36 - 42										(96)	(86)	13/113	13/113	87	87/183	86/150
										110	120					
										(103)	(103)					
										(95)	(97)					
										106	93					
										(116)	(96)					
										183	144					
										(103)	(104)					
										141	141					
										(87)	(71)					
										144	150					
										138	138					
										114	114					

DEVELOPMENTAL TASKS

QUARTERLY RESULTS BY AGE GROUPS

3 MONTH PERIOD - OCTOBER 1972/JANUARY 1973

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AGE RANGE IN MONTHS	NO. OF CH.	GAINS IN TASKS FOR EACH MODEL				TOTAL GAINS	AVG GAINS	EXPECTED QUART'LY GAINS BY DSI	DIFF.
		TEEN-TUTOR	HOME DEMO	MOTHERS' GROUP	MULTIPLE				
12-18	15	No. Ch. - 3 Tot.Gains-30	3 34	7 87	2 7	15 158	10.53	7	3.53
18-24	23	" 9 " 105	6 30	5 40	3 19	23 194	8.43	3.5	4.93
24-30	20	" 7 " 44	3 36	5 45	5 30	20 155	7.75	3.5	4.25
30-36	25	" 3 " 34	6 74	2 15	14 113	25 236	9.44	3.5	5.94
36-42	14	" "			14 42	14 42	3		
TOTAL	37	" 22 " 213	18 174	19 107	40 211	785	8.09		

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VOCABULARY
QUARTERLY RESULTS BY AGE GROUPS
3 MONTH PERIOD - OCTOBER, 1972/JANUARY, 1973

Project I.D.E.A.-1973

AGE GROUP IN MONTHS	NO. OF CH.	GAIN IN WORDS FOR EACH MODEL				TOTAL GAIN VOC	AVG GAIN VOC	SMITH'S VOC.EXP. SCALE	DIFF.
		TEEN-TUTOR	HOME DEMO	MOTHER'S GROUP	MULTIPLE				
12-18	15	No. Ch. - 3	3	7	2	15	110	9	102
		Tot.Wds. 21	10	1609	29	1660			
18-24	23	" 9	6	5	3	23	83.7	125	-41.3
		" 675	490	687	75	1927			
24-30	20	" 7	3	5	5	20	134	87	47
		" 441	530	1553	156	2680			
30-36	25	" 3	6	2	14	23	77.8	225	-147.2
		" 27	453	296	1014	1790			
36-42	14	"		14	14	103	163	-60	
		"		1443	1443				
TOTAL	97	" 22	18	19	38	97			
		" 1164	1483	4145	2717	9500			

MODEL___TEEN-TUTOR______

STATISTICS ON CHILDREN

COMMUNITY_CARPINTERIA___
OCTOBER 1972- JANUARY 1973

No.	Last ____ First ___	Age in Mos.	M or F	TVIP (PPVT) Pre	TVIP (PPVT) Po.	PHYS. Pre	PHYS. Po.	SOCIAL Pre	SOCIAL Po.	LANGUAGE [illegible] Pre	LANGUAGE [illegible] Po.	LANGUAGE [illegible] Pre	LANGUAGE [illegible] Po.	FINE MOTOR [illegible] Pre	FINE MOTOR [illegible] Po.	FINE MOTOR [illegible] Pre	FINE MOTOR [illegible] Po.	GROSS MOTOR [illegible] Pre	GROSS MOTOR [illegible] Po.	GROSS MOTOR BAL. Pre	GROSS MOTOR BAL. Po.	CHILD RATING	VOCABULARY English Pre	VOCABULARY English Po.	VOCABULARY Spanish Pre	VOCABULARY Spanish Po.	[illegible]
1.	[illegible], Angelica	24	F	107		5	5	7	7	4	4	3	3	4	4	5	5	9	9	3	3	0	5	12	120	156	5
2.	Carrillo, Guadalupe	21	F	145		5	6	7	7	5	7	3	5	4	5	5	8	9	9	3	3	13	7	20	131	159	13
3.	[illegible], Jose Juan	26	M	141		5	7	7	7	7	7	4	6	4	6	6	8	7	9	3	5	12	10	25	340	400	15
4.	Damian, Gonzalo	25	M	124		5	5	7	7	4	6	3	5	3	6	6	8	9	9	3	3	9	6	10	352	508	6
5.	Duarte, Leticia	19	F	145		4	6	7	7	3	5	1	5	2	4	3	8	9	9	2	2	15	7	25	23	35	22
6.	Favero, Marilyn	23	F	105		6	7	6	7	4	6	4	5	3	5	3	7	9	9	3	5	13	338	463	0	0	330
7.	Flores, Fernando	15	M	153		2	5	4	7	1	1	2	3	3	4	3	6	5	9	0	3	10	2	4	2	5	2
[illegible]	[illegible], Kelli	18	F	185		2	5	7	7	5	6	4	5	3	5	4	7	9	9	2	5	13	193	250	0	0	57
9.	Garcia, Cirilo	22	M	119		2	5	7	7	2	3	2	4	4	5	4	6	5	8	3	3	11	4	7	32	70	3
10.	Gonzales, Juanita	15	F	117		4	5	6	7	1	2	2	3	4	4	5	5	7	8	0	0	5	8	20	15	35	12
11.	Gonzales, Jorge H.	25	M	112		1	5	7	7	5	6	4	5	5	6	4	7	4	9	1	1	13	15	30	65	150	15
12.	Gutierrez, Javier	30	M			5	5	7	7	4	5	4	4	4	3	6	3	9	9	1	4	7	16	24	184	223	8
13.	Hall, Todd	28	M	90		4	4	6	7	3	4	4	4	4	5	4	5	7	8	0	0	5	25	75	0	0	10
14.	Lopez, Philip	33	M	110		4	5	7	7	6	6	5	5	3	6	8	8	9	9	3	5	6	35	40	303	478	5
15.	[illegible], Janet	19	F	82		2	5	6	7	3	6	2	4	4	5	4	6	7	9	0	2	16	32	119	0	0	141
16.	Quiroga, Denise	23	F	115		5	6	7	7	6	7	5	6	4	5	4	7	9	9	2	4	9	375	436	0	0	61
17.	Ramos, Jose	28	M	112		5	7	7	7	4	6	3	6	4	6	5	8	9	9	5	5	12	20	40	432	485	20
18.	Reynolds, Maria	21	F	130		2	4	7	7	3	5	2	5	0	5	5	5	9	9	1	3	11	423	598	0	0	175

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MODEL TECH-TUTOR

STATISTICS ON CHILDREN

COMMUNITY CARPINTERIA

October 1972–[illegible] 1973

No.	Last ____ First ____	Age in Mos.	M or F	PPVT (PPVT)		INDI. SOCIAL				LANGUAGE				FINE MOVE.				GROSS MOVE.					VOCABULARY				[illegible]
						INDI.		SOCIAL		SPEECH		COMPRE.		SHAPE		COUNT.		WALK		BAL.		[illegible]	English		Spanish		[illegible]
				Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	[illegible]	Pre	Po.	Pre	Po.	[illegible]
19.	Romero, Guadalupe	19	F	137		4	5	7	7	3	5	6	4	6	5	4	6	9	9	2	4	9	6	15	59	59	12
20.	Salinas, Juana	35	F	117		4	8	7	7	6	8	3	7	4	7	4	8	9	9	2	6	21	11	25	463	530	14
21.	Williams, Nathaniel	12	M	159		3	4	3	7	1	3	2	3	3	4	3	5	5	9	0	2	17	2	19	0	0	17
22.	Wardell, Denise	21	F	103		6	7	7	7	5	5	5	6	3	5	5	7	9	9	1	5	11	340	320	0	0	110

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MODEL ___ HOME DEMONSTRATION

STATISTICS ON CHILDREN

COMMUNITY ___

OCTOBER 1972-JANUARY 1973

No.	Last ___ First ___	Age in Mos.	M or F	WGT Pre	WGT Po.	INDI.-SOCIAL PERS. Pre	Po.	SOCIAL Pre	Po.	LANGUAGE SPEECH Pre	Po.	[illegible] Pre	Po.	FINE MOVE. [illegible] Pre	Po.	COORD. Pre	Po.	GROSS MOVE. WALK Pre	Po.	[illegible] Pre	Po.	[illegible]	VOCABULARY English Pre	Po.	Spanish Pre	Po.	VOCAB. [illegible]
1.	Alvarez, Jaime	33	M	135	141	4	5	7	7	6	5	5	6	4	8	6	8	9	9	2	4	14	6	20	300	450	20
2.	Corral, Martin	32	M	122	123	4	7	7	7	4	6	3	5	5	8	5	7	9	9	0	4	16	10	20	50	300	10
3.	De Salas, Marcos	14	M	85	126	2	3	3	7	1	1	1	3	2	3	3	4	2	6	0	0	13	1	3	1	3	2
4.	Gutierrez, Louis	23	M	142	147	3	5	7	7	4	3	3	5	3	3	5	7	9	9	0	3	12	50	91	0	0	40
5.	Gutierrez, Carolina	36	F	146	153	7	8	7	7	6	5	4	7	5	7	5	8	5	5	6	7	11	0	10	625	775	16
6.	[illegible], Daniel	17	M	133	150	2	3	4	7	2	4	3	4	3	4	3	5	7	8	1	1	11	5	17	0	0	5
7.	Maldonado, Mary F.	18	F	145	160	2	3	5	6	3	5	3	4	2	4	4	7	7	8	0	1	12	15	56	7	10	39
8.	Moya, Theresa	22	F	155	166	3	6	6	7	4	6	2	4	3	3	4	8	8	5	2	5	10	144	279	17	28	135
9.	Martinez, Tomas	15	M	133	151	3	3	6	7	1	3	3	3	2	3	4	4	5	8	0	0	8	2	5	8	23	3
10.	[illegible], Julie	22	F	200	211	4	8	7	7	6	9	5	6	4	7	5	7	9	5	4	5	14	296	442	0	0	178
11.	Morrissey, Jennifer	26	F	191	216	4	8	7	7	6	7	5	7	5	8	6	8	9	9	3	6	15	320	510	0	0	223
12.	Orosco, Jose Jr.	22	M	160	180	3	4	5	7	4	7	2	4	3	4	5	8	9	9	3	4	13	8	39	10	23	21
13.	Padilla, Joaquin	24	M	163	183	4	6	7	7	4	7	3	5	3	5	5	5	9	9	0	3	12	55	210	40	95	135
14.	Pena, Trina	24	F	120	130	3	5	6	7	2	4	2	2	3	4	4	6	7	9	2	3	12	3	25	0	0	22
15.	Valencia, Jacqueline	33	F	173	203	6	8	7	7	8	9	6	7	6	7	6	8	9	9	4	7	9	600	850	20	35	175
16.	Villeburn, Tara V.	24	F	180	173	3	6	7	7	5	5	5	6	3	5	4	7	9	9	3	3	9	92	167	0	0	55
17.	Villegas, Annette	31	F	186	175	6	8	6	7	4	6	5	5	4	7	6	8	9	9	3	5	13	120	250	3	11	220
18.	Zanelli, Joey	22	M	157	165	3	4	7	7	4	5	2	4	3	5	4	7	9	9	3	5	11	30	115	0	0	77

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MODEL MULTIPLE FOLLOW-UP

STATISTICS ON CHILDREN

COMMUNITY GUADALUPE

OCTOBER 1977–JANUARY 1978

No.	Last First	Age in Mos.	M or F	PPVT Pre	PPVT Po.	INDI. SOCIAL Indi. Pre	Indi. Po.	Social Pre	Social Po.	LANGUAGE [illegible] Pre	[illegible] Po.	Concept. Pre	Concept. Po.	FINE MOVE. [illegible] Pre	[illegible] Po.	Coord. Pre	Coord. Po.	GROSS MOVE. [illegible] Pre	[illegible] Po.	[illegible] Pre	[illegible] Po.	[illegible]	VOCABULARY English Pre	English Po.	Spanish Pre	Spanish Po.	VOCAB. [illegible] English
1.	Castillo, Bernadine	14	F	112	122	3	3	1	1	1	1	1	1	2	2	2	2	2	2	2	2	0	0	15	0	0	15
2.	Castillo, Raul	33	M	85	104	5	5	7	7	6	5	4	4	4	5	8	8	3	3	9	9	1	253	333	0	0	63
3.	Del [illegible], Janet	37	F	130		8	8	7	7	7	7	6	6	4	4	8	8	9	9	4	4	0	469	493	0	0	24
4.	Gomez, Catline	42	F			8	8	7	7	6	6	4	6	10	11	8	8	9	9	8	8	3	493	510	970	978	30
5.	Gomez, Gabriela	32	F	112	160	8	8	7	7	5	7	5	7	5	11	8	8	9	9	6	7	11	5	14	95	121	9
6.	Guerrero, Carmen	47	F	114		8	8	7	7	7	8	8	8	11	11	8	8	9	9	8	8	1	264	496	506	800	232
7.	Hernandez, Laura	25	F	165		5	8	7	7	4	7	5	7	4	5	7	8	9	9	1	4	13	100	139	360	433	89
8.	Martinez, Mike	29	M			6	6	7	7	3	3	4	4	6	6	7	7	9	9	4	4	0	39	50	180	200	11
9.	Ramos, Carlos	35	M	134		7	8	6	6	5	7	4	5	6	9	8	8	9	9	6	7	8	120	177	525	600	57
10.	Reyes, Ignacio	31	M	100		8	8	7	7	5	5	6	8	4	6	6	8	9	9	2	4	8	35	99	300	420	14
11.	Ruffino, Richard	25	M			6	6	6	6	2	2	2	2	3	6	6	6	6	6	2	2	3	10	18	0	0	8
12.	Zepeda, Rosa Maria	23	F	110		7	7	4	7	5	6	1	4	6	6	5	8	9	9	1	4	13	90	130	510	778	40

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MODEL MOTHERS GROUP

STATISTICS ON CHILDREN

COMMUNITY LOMPOC

OCTOBER, 1972-JANUARY 1973

No.	Last, First	Age in Mos.	M or F	VSMS (PPVT)		INDI.		SOCIAL		LANGUAGE				FINE MOVE.				GROSS MOVE.					VOCABULARY				VOCAB. GAINS
						INDI.		SOCIAL		SPEECH		COMPRE.		WRITE		COORDI.		WALK		BAL.		SKILL GAINS	English		Spanish		English
				Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.		Pre	Po.	Pre	Po.	
1.	Anciola, Christina	20	F	120	113	5	5	7	7	1	3	4	4	3	5	4	5	9	9	1	3	7	15	40	0	0	25
2.	Bardos, Jason	16	M	121	132	3	3	6	6	5	7	3	6	4	5	4	7	7	9	0	2	13	250	368	0	0	118
3.	Bechert, Gary	16	M	111	106	3	4	3	3	1	3	3	3	3	4	2	5	7	8	0	2	7	3	10	0	0	7
4.	Chavez, Carmen	22	F	118	176	5	8	7	7	8	8	4	6	4	7	7	8	9	9	8	8	9	250	450	15	150	200
5.	Chaves, Lorelei	17	F	114	115	3	3	7	7	1	2	3	3	3	4	5	6	7	8	1	1	4	5	205	2	150	200
6.	Cornett, Margaret	17	F	165	160	3	7	5	7	4	6	5	7	3	5	6	8	9	9	0	3	19	200	820	0	0	620
7.	Cummings, Jane	17	F	141	124	3	5	6	7	3	5	3	3	4	5	6	7	8	9	0	1	9	209	354	0	0	145
8.	Davis, Karey	12	F	148	192	1	3	3	4	1	3	1	3	2	3	4	5	4	7	0	0	12	1	36	0	0	35
9.	Delgado, Shawn	35	M	137	128	8	8	7	7	7	9	7	7	7	10	8	8	9	9	7	8	6	1435	1500	25	25	65
10.	Dosal, John	27	M	118	129	7	8	7	7	5	8	5	7	6	8	8	8	9	9	7	8	8	313	608	5	5	195
11.	Fithian, Star	33	F	127	131	7	8	7	7	7	9	6	7	8	10	8	8	9	9	4	7	9	1200	1431	0	0	231
12.	Guevara, Richard	26	M	96	125	5	6	6	7	7	8	4	6	5	7	6	8	9	9	4	4	9	374	497	0	0	153
13.	Kramer, Leonardo	19	M	137	122	4	5	7	7	5	6	4	4	3	4	6	7	9	9	0	3	7	110	204	0	0	94
14.	Olson, Steven	19	M	126	123	3	5	5	7	3	5	3	3	3	4	5	6	9	9	1	4	11	25	303	0	0	178
15.	Sakry, Paul	25	M	120	114	5	8	7	7	6	8	4	6	5	6	8	8	9	9	3	4	9	207	556	0	0	349
16.	Slaight, Elizabeth	22	F	104	112	4	6	7	7	4	5	3	4	4	5	8	8	9	9	2	3	6	10	200	0	0	190
17.	Solis, Victoria	26	F	142	143	5	7	7	7	7	8	5	7	5	6	7	8	9	9	8	8	7	608	1412	3	70	804
18.	Wheaton, Kathy	17	F	147	185	3	6	5	7	5	8	3	6	3	5	5	7	9	9	0	5	20	150	634	0	0	484

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MODEL MOTHERS GROUP

STATISTICS ON CHILDREN

COMMUNITY LOMPOC

OCTOBER 1972-JANUARY 1973.

						INDI. SOCIAL				LANGUAGE				FINE MOVE.				GROSS MOVE.					VOCABULARY				VOCAB.
		Age In	M or	VSMS (PPVT)		INDI.		SOCIAL		SPEECH		COMPRE.		WRITE		COORDI.		WALK		BAL.		SKILL	English		Spanish		GAINS
No.	Last First	Mos.	F	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	GAINS	Pre	Po.	Pre	Po.	English
19.	Wooton, Shannon	27	F	130	115	5	6	7	7	5	7	4	7	4	7	8	8	9	9	3	5	13	523	575	0	0	52

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MODEL MULTIPLE

STATISTICS ON CHILDREN

COMMUNITY SANTA MARIA

OCTOBER 1972-JANUARY 1973

No.	Last First	Age (in Mos.)	M or F	VSMS (PPVT)		INDI.		SOCIAL		LANGUAGE				FINE MOVE.				GROSS MOVE.					VOCABULARY				VOCAB. GAINS English
						INDI.		SOCIAL		SPEECH		COMPRE.		WRITE		COORDI.		WALK		BAL.		SKILL GAINS	English		Spanish		
				Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.		Pre	Po.	Pre	Po.	
1.	Acosta, Lisa	41	F	160 (146)	(127)	8	8	7	7	8	8	7	7	8	8	8	8	9	9	8	8	0	1441	1798	0	10	357
2.	Arca, Geraldine	31	F	135	135	7	7	4	6	4	6	2	5	4	6	6	8	7	9	2	4	15	242	276	0	0	34
3.	Behena, Isabel	23	F	(93)	(105)	7	8	7	7	4	5	4	4	4	5	8	8	9	9	2	5	6	308	313	0	0	5
4.	Castro, David F.	31	M	104	120	7	8	6	6	8	8	5	7	6	8	7	8	9	9	4	5	7	208	500	0	10	292
5.	Ceja, Anthony	44	M	(92)	(96)	8	8	7	7	1	9	4	6	2	9	7	8	7	9	3	7	24	832	917	40	85	85
6.	Cuevas, Joey	30	M	160	199	7	8	7	7	8	8	6	6	6	7	8	8	9	9	5	5	2	215	250	10	15	35
7.	Delion, Sofia	30	F	140	140	6	7	7	7	8	8	5	5	5	6	6	8	9	9	3	3	4	446	502	0	0	56
8.	Diaz, Sandra	35	F	(133)	(133)	6	7	7	7	8	8	2	3	8	8	8	8	9	9	8	8	2	50	70	1010	1095	20
9.	Cheno, Anthony	26	M	166	196	6	8	7	7	6	7	3	5	3	5	8	8	9	9	5	6	8	235	260	0	0	25
10.	Cheno, Mark	44	M	(101)	(120)	8	8	7	7	5	7	7	7	11	11	8	8	9	9	8	8	2	960	985	0	0	25
11.	Crogan, David	20	M	107	128	6	6	7	7	3	3	4	4	4	4	8	8	9	9	3	3	0	25	50	5	15	25
12.	Curzan, Martin	44	M	(103)	(103)	8	8	7	7	7	8	7	7	11	11	8	8	9	9	8	8	1	298	345	900	960	47
13.	Lopez, Julie Ann	47	F	(95)	(97)	8	8	7	7	8	9	7	7	11	11	8	8	9	9	8	8	1	998	1050	0	0	52
14.	Lopez, Linda Rosa	31	F	(112)	(111)	7	7	6	7	6	7	5	6	5	7	8	8	9	9	4	5	5	377	400	20	25	23
15.	Lopez, Margarita	13	F	124	120	2	3	4	4	3	4	2	5	3	3	5	5	6	7	1	2	7	0	20	0	0	14
16.	Medellin, Daniel	26	M	195	160	6	7	7	7	5	6	3	4	4	5	7	8	9	9	1	4	8	204	227	300	350	23
17.	Mejia, Juan	35	M	148	149	6	7	6	7	7	8	5	6	5	5	8	8	9	9	4	4	4	80	219	900	1000	139
18.	Palato, Nicole	37	F	150 (106)	(93)	8	8	7	7	7	8	5	6	6	7	8	8	9	9	4	4	3	596	596	5	10	0

BEST COPY AVAILABLE

MODEL MULTIPLE

STATISTICS ON CHILDREN

COMMUNITY SANTA MARIA

OCTOBER 1972-JANUARY 1973

						INDI. SOCIAL				LANGUAGE				FINE MOVE.				GROSS MOVE.					VOCABULARY				
				VSMS (PPVT)		INDI.		SOCIAL		SPEECH		COMPRE.		WRITE		COORDI.		WALK		BAL.		SKILL GAINS	English		Spanish		VOCAB. GAINS English
No.	Last First	Age (in Mos.)	M or F	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.		Pre	Po.	Pre	Po.	
19.	Pate, Sabrina	33	F	167	167	5	8	7	8	4	8	2	6	4	9	6	8	7	9	2	8	27	190	504	0	0	314
20.	Regalado, Jason	42	M	(116)	(91)	8	8	7	7	7	8	6	7	11	11	8	8	9	9	8	8	2	493	560	0	0	67
21.	Rubio, Juana	37	F	150 (141)	150 (147)	7	8	7	7	7	9	5	7	11	11	8	9	9	9	[illegible]	5	5	194	308	600	810	114
22.	Ruiz, Ruben	31	M			2	7	6	7	2	5	2	6	3	5	5	6	9	9	5	5	16	50	65	80	90	15
23.	Rule, Kenneth	44	M	(87)	(71)	8	8	7	7	3	3	4	5	5	6	7	7	7	9	4	5	5	29	50	0	0	21
24.	Trevino, Oscar	50	M	(101)	(103)	8	8	7	7	8	8	5	5	10	10	8	8	9	9	6	7	1	900	1100	100	150	200
25.	Vega, Estella	40	F	183	144	8	8	7	7	7	8	8	8	8	10	8	8	9	9	8	8	3	301	400	700	800	99
26.	Vega, Maria	25	F	171	120	8	8	7	7	5	6	3	5	4	6	7	8	9	9	8	8	6	90	95	150	200	5
27.	Willis, Steven	50	M	(144)	(125)	8	8	7	7	9	9	8	8	8	8	8	8	9	9	8	8	0	195	1285	0	0	90
28.	Yescas, Diana	31	F	165	165	8	8	7	7	8	8	4	5	5	6	8	8	9	9	5	5	2	75	95	80	100	20

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STATISTICS ON CHILDRENS' SOCIAL QUOTIENT

(VSMS)

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	AGE GROUP IN MONTHS	NUMBER OF CHILDREN		VSMS POINT GAINS ***								TOTAL GAINS		AVERAGE GAINS		RANGE OF QUOTIENT	
				HOME DEMONSTRATION		MOTHERS' GROUP		HIGH SCHOOL TEEN-TUTOR		COMBINED MODELS							
		*1st	2nd**	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd
	12 to 18	12	27	76	45	131	53	**** N/A	95	12	162	219	382	18	14	85/ 192	96/ 184
	18 to 24	13	18	60	21	101	14	N/A	44	28	69	189	166	15	9	82/ 211	65/ 164
	24 to 30	13	16	45	65	62	103	N/A	2	116	93	223	279	17	17	90/ 216	98/ 191
	30 to 36	15	16	55	41	13	7	N/A	35	152	152	220	251	10	15	88/ 203	76/ 212
	36 to 42	13	9	0	0	0	6	N/A	71	113	18	113	95	9	11	87/ 150	78/ 145
TOTAL	CHILDREN	66	86	18	13	19	18	N/A	24	29	29						
	GAINS			236	172	307	183	N/A	247	421	493	964	1170	15	14		
	AVERAGE GAIN BY MODEL			13	13	16	10	N/A	10	15	17						

*1st Group - October, 1972 through January, 1973

**2nd Group - January, 1973 through May, 1973

***Vineland Social Maturity Scale

****Subjects not available.

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DEVELOPMENTAL TASKS

COMPARATIVE STATISTICS
SEPTEMBER, 1972 THROUGH MAY, 1973

AGE GROUP IN MONTHS	NUMBER OF CHILDREN		GAINS IN DEVELOPMENTAL TASKS BY MODEL								TOTAL GAINS		AVERAGE GAINS		EXPECTED GAINS (DSI)	OVER OR (BELOW) EXPECTANCY	
			HOME DEMONSTRAT.		MOTHERS' GROUP		HIGH SCHOOL TEEN-TUTOR		COMBINED MODELS								
	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd		1st	2nd
12 to 18	15	27	34	44	87	57	30	43	7	113	158	284	11	11	7	4	4
18 to 24	23	18	30	23	40	57	105	58	19	63	194	219	8	10	3.5	5	6.5
24 to 30	20	16	36	31	45	41	44	10	30	74	155	172	8	11	3.5	4	7.5
30 to 36	25	16	74	16	15	8	34	70	113	70	236	180	9	11	3.5	6	7.5
36 to 42	14	9		10		6		68	42	10	42	103	3	11			
TOTAL CHILD.	97	86	18	14	19	18	22	24	38	30							
SKILLS GAINED			213	124	174	169	107	249	211	330	785	958	8	10			
AVERAGE SKILLS GAINED BY MODEL			12	9	9	9	4	10	5	11							

*1st Group - October, 1972 through January, 1973
2nd Group - January, 1973 through May, 1973

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VOCABULARY

COMPARATIVE STATISTICS

SEPTEMBER, 1972 THROUGH MAY, 1973

AGE GROUP	NUMBER OF CHILDREN		GAIN IN WORDS FOR EACH MODEL								TOTAL GAINS		AVERAGE GAINS		SMITH'S VOCAB. EXPECT. SCALE	OVER OR (BELOW) EXPECTANCY	
			HOME DEMONSTRAT.		MOTHERS' GROUP		HIGH SCHOOL TEEN-TUTOR		COMBINED MODELS								
	*1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd		1st	2nd
12 to 18	15	27	10	230	209	165	21	75	29	482	368	979	26	36	9	17	27
18 to 24	23	18	490	68	687	1176	675	161	75	552	1927	1974	84	116	125	(41)	(9)
24 to 30	20	16	530	312	1553	735	441	208	156	631	2680	1902	134	119	87	47	32
30 to 36	25	16	453	450	296	313	27	463	1014	1667	1790	2906	78	233	225	(147)	8
36 to 42	14	9		400		396		578	1443	200	1443	1583	103	176	163	(60)	(13)
TOTAL CHILD.	97	86	18	14	19	18	22	24	38	30							
TOTAL GAINS BY MODEL			1486	1460	2745	2785	1164	1485	2717	3532	8208	9344					
AVERAGE GAIN BY MODEL			83	104	144	155	53	62	71	118							

*1st - October, 1972 through January, 1973
2nd - January, 1973 through May, 1973

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MODEL TEEN-TUTOR

STATISTICS ON CHILDREN

COMMUNITY CARPINTERIA

February, 1973-May, 1973

No.	Last First	Age in Mos.	M or F	VSMS (PPVT)		INDI. SOCIAL				LANGUAGE				FINE MOVE.				GROSS MOVE.					VOCABULARY				VOCAB. GAINS English
						INDI.		SOCIAL		SPEECH		COMPRE.		WRITE		COORDI.		WALK		BAL.		SKILL GAINS	English		Spanish		
				Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.		Pre	Po.	Pre	Po.	
1.	ALONZO, Randy	18	M	65	80	3	4	5	6	5	5	3	3	2	4	4	6	7	8	1	3	9	219	273			54
2.	BENSON, Judy	8	F	118	135	1	1	2	3	1	1	0	1	1	2	1	3	3	3	0	0	5	2	8			5
3.	BENSON, Shilo	23	F	152	154	5	6	7	7	6	7	4	5	3	7	4	8	9	9	2	5	15	237	288			51
4.	CARRILLO, Robert	29	M	110	116	4	5	6	7	6	6	4	4	4	4	7	7	9	9	3	3	2	221	306			85
5.	CLARK, Jennifer	20	F	137	154	4	5	7	7	3	4	3	3	3	3	5	6	9	9	1	3	5	215	248			33
6.	CONTRERAS, Carmen	18	F	123	132	3	5	4	6	2	4	2	3	2	4	4	6	7	9	0	2	15	10	23	149	200	13
7.	CONTRERAS, James	39	M	129	125	6	7	7	7	7	8	4	7	7	10	8	8	9	9	4	6	10	676	729			53
8.	DE LA CRUZ, Valerie	32	F	121	129	5	7	7	7	6	7	4	6	5	7	5	8	9	9	6	7	11	164	314			150
9.	DELGADO, Norma	15	F	96	131	2	3	5	7	2	3	1	3	3	3	3	5	5	7	0	0	10	3	16	73	119	13
10.	FAVEROS, Pamela	34	F	106	106	5	6	7	7	4	7	4	7	5	6	5	8	9	9	4	7	14	700	761			61
11.	FLORES, Angel	24	F	110	106	6	6	7	7	2	5	5	6	3	4	7	8	9	9	0	4	10	97	220			123
12.	HALL, Todd	37	M	95	78	3	5	7	7	3	5	3	6	5	5	5	6	7	8	1	2	10	31	141			110
13.	HERNANDEZ, Gloria	18	F	102	103	3	5	5	7	2	5	1	3	3	4	5	7	7	7	0	2	14	8	18	72	125	10
14.	LOMBERA, David	32	M	119	122	3	7	6	6	5	6	3	5	3	10	7	8	9	9	3	6	18	527	582			55
15.	LOVE, Shawna	35	F	133	147	6	8	7	7	6	9	4	6	5	6	6	7	9	9	6	8	11	493	581			88
16.	MANSELL, Patrick	30	M	131	125	4	4	6	6	6	7	4	6	4	5	7	7	9	9	4	4	4	560	625			65
17.	PARRA, Alejandro	13	M	129	122	1	3	3	7	2	5	1	3	3	4	3	5	5	7	0	0	16	5	19	16	56	14
18.	PUCKETT, Jenny	12	F	141	141	2	3	4	4	2	2	1	2	3	3	4	4	5	5	0	0	2	42	76			34

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MODEL TEEN-TUTOR

STATISTICS ON CHILDREN

COMMUNITY CARPINTERIA

February, 1973-May, 1973

						INDI.	SOCIAL			LANGUAGE				FINE MOVE.				GROSS MOVE.					VOCABULARY				VOCAB. GAINS
		Age In	M or	VSMS (PPVT)		INDI.		SOCIAL		SPEECH		COMPRE.		WRITE		COORDI.		WALK		BAL.		SKILL	English		Spanish		
No.	Last ______ First ______	Mos.	F	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	GAINS	Pre	Po.	Pre	Po.	Englis
19.	RICKSON, Buffalo	40	M	123	116	8	8	7	7	7	9	6	7	7	10	8	8	9	9	6	8	8	695	730			35
20.	SANFORD, Panela	37	F	126	135	6	8	7	7	7	8	7	7	7	11	7	8	9	9	6	8	10	520	740			220
21.	SANCHEZ, Angelica	15	F	104	68	2	3	3	6	1	3	1	3	3	3	5	5	5	7	0	0	10	6	15	78	96	9
22.	SANCHEZ, Jose A.	32	M	122	138	5	6	7	7	6	7	4	5	4	7	4	8	9	9	4	6	12	34	73	240	357	44
23.	SCHINDLER, Janelle	36	F	92	117	6	7	7	7	6	7	4	6	4	9	4	8	9	9	2	5	16	339	456			117
24.	SOTO, Antonio	38	M	102	108	5	7	6	6	6	6	4	5	3	7	5	8	9	9	3	7	14	40	83	174	285	43

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MODEL HOME DEMONSTRATION

STATISTICS ON CHILDREN

COMMUNITY GOLETA

February, 1973-May, 1973

						INDI. SOCIAL				LANGUAGE				FINE MOVE.				GROSS MOVE.					VOCABULARY				VOCAB. GAINS
		Age in	M or	VSMS (PPVT)		INDI.		SOCIAL		SPEECH		COMPRE.		WRITE		COORDI.		WALK		BAL.		SKILL GAINS	English		Spanish		GAINS
No.	Last First	Mos.	F	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.		Pre	Po.	Pre	Po.	English
1.	BRANNOCK, Aurora	17	F	133	157	4	5	7	7	2	4	2	3	3	3	5	6	9	9	0	3	8	13	68	--	--	55
2.	ROEPPLE, Sean	21	M	123	126	3	4	6	7	4	5	3	4	3	4	6	6	8	8	0	2	7	309	359	--	--	50
3.	GUTIERREZ, Manuel J.	13	M	137	127	2	3	4	6	1	2	1	3	3	3	4	5	6	7	0	0	8	2	7	3	30	5
4.	JACOBSON, James	13	M	130	136	1	2	4	7	1	1	2	2	2	3	4	5	7	7	0	0	6	8	15	--	--	7
5.	LAMAS, Kathleen	24	F	157	177	5	7	7	7	5	8	4	4	5	8	6	8	9	9	3	5	12	375	575	--	--	200
6.	LISAMA, Emma	25	F	123	155	4	7	7	7	4	6	4	5	3	6	5	7	9	9	2	3	12	4	10	20	230	6
7.	PATINO, LuzElena	18	F	120	133	3	5	5	7	3	6	2	4	3	4	4	6	6	8	0	2	16	8	26	12	37	18
8.	PLACENCIA, Juan C.	12	M			2		5		1		1		2		3		5		0			0		6		
9.	PLOURDE, Derrick	17	M	---	174	2	3	5	6	3	4	3	5	3	4	4	5	9	9	1	2	8	75	200	3	5	125
10.	RYLANCE, Robert	33	M	104	129	5	7	6	7	5	6	3	4	3	5	6	8	9	9	2	3	10	50	200	--	--	150
11.	RAY, Sarah	36	F	145	145	6	8	6	7	4	6	4	6	6	7	7	8	9	9	5	6	10	200	600	--	--	400
12.	SHADZAD, Michelle	33		122	138	6	7	7	7	7	7	6	7	4	6	6	8	9	9	3	3	6	600	900	--	--	300
13.	SHANAFELT, Peter	8	M	134	135	1	2	3	4	1	2	0	1	2	2	3	3	0	0	0	0	7	7	18	--	--	11
14.	SIFUENTES, Rene	27	M	118	131	3	4	6	7	6	6	3	4	5	5	6	8	8	9	2	3	7	494	600	8	15	106
15.	SIGNS, Tiffany	16	F	142	166	4	5	6	7	4	4	4	4	3	4	5	6	8	8	0	3	7	47	74	--	--	27
16.	VALENZUELA, Jose	29	M	120		4		7		4		3		3		5		9		2							

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MODEL HOME DEMONSTRATION

STATISTICS ON CHILDREN

COMMUNITY GUADALUPE

February, 1973-May, 1973

No.	Last First	Age in Mos.	M or F	VSMS (PPVT)		INDI. — SOCIAL INDI.		SOCIAL		LANGUAGE SPEECH		COMPRE.		FINE MOVE. WRITE		COORDI.		GROSS MOVE. WALK		BAL.		SKILL GAINS	VOCABULARY English		Spanish		VOCAB. [illegible]
				Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.		Pre	Po.	Pre	Po.	
1.	ALVAREZ, Ray	16	M	126		5		7	,	3		4		5		7		9	9	2			34		3		
2.	ARRECHIGUE, Sandra	[illegible]	F	143	164	5	6	7	7	6	6	4	4	5	6	7	7	9	9	3	5	5	10	40	15	22	33
3.	ARELLANO, Monica	27	F	152	188	5	7	7	8	3	6	2	4	4	6	7	7	9	9	3	5	11	4	10	40	85	6
4.	CASAS, Jennie	28	F	129		5		6		7		5		5		7		9	9	4							
5.	GUTIERREZ, Ruben	15	M	113	106	4	5	6	6	4	5	2	3	4	5	5	6	9	9	1	2	8	0	3	10	15	3
6.	[illegible], Yolanda	12	M	118	148	4	5	7	7	2	4	1	3	2	4	2	5	1	9	1	2	19	0	4	4	72	68
7.	LOZANO, Sherry	13	F	116	134	4	4	4	5	2	3	2	3	4	4	2	5	9	9	3	3	6	0	3	6	15	12
8.	MALICDEM, Michelle	16	F	130	150	6	7	5	6	4	5	2	3	4	5	2	6	9	9	1	2	8	0	25	3	25	35
9.	MANALITA, Federico	32	M	124	124	6	7	7	7	7	8	5	6	5	6	8	8	9	9	6	7	5	87	250	-	-	163
10.	MENDEZ, Rosalda	14	F	158		4		7	7	5		4		5		6		9	9	2					5		
11.	MONTIER, Patricia	40	F	123	141	8	8	7	7	5	7	4	6	5	8	8	8	9	9	5	8	10	500	1000	-	-	250
12.	REYES, Ramon	14	M	167	141	4	5	4	7	2	3	2	4	4	5	3	6	9	9	2	3	12	13	25	1	5	12
13.	REYES, Rebeca	30	F	208	212	6	8	7	7	8	9	6	7	6	8	6	8	9	9	5	8	11	684	850	0	3	166
14.	RIGLIN, Chi-Von	23	M	143	140	5	7	7	7	3	4	4	4	5	5	6	8	9	9	4	6	7	7	58	0	0	51
15.	RINCON, Gloria	26	F	161	131	6	8	7	7	5	7	4	7	4	6	6	8	8	9	4	7	15	3	15	300	354	12
16.	ROBINSON, Bert	17	M	122	169	3	6	3	7	4	4	2	4	2	4	4	6	6	9	1	4	19	8	55	-	-	47
17.	RODRIGUEZ, Armand	17	M	163	171	4	6	4	7	2	5	3	4	3	4	3	6	9	9	2	3	16	14	75	17	80	61
18.	RUBALCAVA, Simone	34	F	98	139	5	8	7	7	7	9	5	6	4	9	7	8	9	9	6	8	13	188	325	5	75	137
19.	RUIZ, Stephen	21	M	84	85	5	5	5	7	1	4	2	4	2	5	4	7	9	9	4	7	18	13	150	9	95	137

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MODEL MOTHERS' GROUP

STATISTICS ON CHILDREN

COMMUNITY [illegible]

February, 1973-May, 1973

No.	Last / First	Age in Mos.	M or F	[illegible] (PPVT)		INDI. SOCIAL				LANGUAGE				FINE MOVE.				GROSS MOVE.					VOCABULARY				VOCAB. GAINS
						INDI.		SOCIAL		SPEECH		COMPRE.		WRITE		COORDI.		WALK		B.L.		SKILL GAINS	English		Spanish		English
				Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.		Pre	Po.	Pre	Po.	
1.	AMICK, Roberta	36	F	143	137	8	8	7	7	8	9	6	7	7	10	6	5	9	9	6	7	6	756	1151	0	0	356
2.	BOLLINGER, Debbie	33	F	153	160	8	8	6	7	7	8	5	6	7	9	8	8	9	9	4	7	8	437	750	2	2	313
3.	BUSTILLOS, Robert	29	M	199	191	8	8	7	7	5	7	5	5	6	6	8	8	9	9	4	6	4	471	670	0	0	200
4.	DARBY, Derek	16	M	119	116	2	3	3	5	2	3	2	3	2	3	4	5	7	9	0	0	9	7	25	0	0	18
5.	DE LA CRUZ, Mia	18	F	127	132	3	4	3	5	2	5	2	3	3	5	3	7	9	9	0	3	16	0	5	10	90	5
6.	GARCIA, Robert	29	M	123	157	6	8	6	8	5	7	4	4	5	7	6	8	9	9	3	5	10	294	529	4	4	135
7.	GILLIAM, Amber	19	F	146	148	3	5	4	6	5	5	2	3	3	4	5	6	9	9	1	3	9	100	350	0	0	250
8.	HEDRICK, Penny	14	F	172	170	4	5	6	7	2	5	3	3	3	3	6	6	8	9	2	3	7	31	74	0	0	43
9.	HINSON, Ronda	26	F	138	157	6	6	6	7	5	7	4	4	5	6	6	8	9	9	4	6	8	502	638	0	0	132
10.	HOFFER, Kelly	19	F	146	148	3	5	5	7	5	8	3	5	4	5	6	8	9	9	1	2	13	200	309	6	6	109
11.	LIMAS, Jorge	26	M	129	163	6	8	6	7	4	6	3	4	5	7	8	8	9	9	2	4	10	23	85	20	70	62
12.	LIMAS, Nena	12	F	153	132	2	3	2	3	2	2	1	2	2	3	2	3	4	7	1	1	8	5	30	0	0	25
13.	LYNN, Edward	12	M	118	98	2	3	1	3	1	2	1	2	2	3	2	4	2	3	0	0	9	2	11	0	0	9
14.	MILLER, Lawana	16	F	142	139	3	4	3	7	3	5	3	3	5	5	6	8	9	9	0	3	12	20	76	0	0	56
15.	MOSLEY, Carrie	19	M	158	158	4	6	5	7	4	5	3	3	3	4	6	7	8	9	4	5	9	82	539	0	0	457
16.	ROMO, Dino	27	M	107	120	3	6	6	7	4	7	4	4	4	4	8	8	9	9	2	4	9	17	221	0	0	204
17.	ROSS, Jennifer	11	F	138	134	3	3	2	4	2	3	1	3	2	3	3	5	3	7	0	0	12	2	16	0	0	14
18.	SMITH, Christopher	22	M	120	125	3	5	5	7	5	6	3	3	3	5	5	6	9	9	1	3	10	11	366	0	0	355

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MODEL HOME DEMONSTRATION

STATISTICS ON CHILDREN

COMMUNITY SANTA MARIA

February, 1973-May, 1973

		Age in Mos.	M or F	VSMS (PPVT)		INDI.–SOCIAL				LANGUAGE				FINE MOVE.				GROSS MOVE.					VOCABULARY				VOCAB. GAINS English
						INDI.		SOCIAL		SPEECH		COMPRE.		WRITE		COORDI.		WALK		BAL.		SKILL GAINS	English		Spanish		
No.	Last First			Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.	Pre	Po.		Pre	Po.	Pre	Po.	
1.	ALCAZAR, Elias, Jr.	24	M	98	112	4	4	7	7	3	8	2	3	3	5	2	7	9	9	2	2	13	52	185	15	150	170
2.	ANTUNEZ, Natividad	20	M	107	146	4	4	6	7	4	4	2	3	4	4	7	7	9	9	2	2	2	2	85	5	90	83
3.	BOTELLO, Baldo	32	M	139		4		7		3		2		4		2		9		2			300				
4.	CEGLIA, Phillip	15	M	156	177	3	3	7	7	3	5	3	4	4	4	5	6	9	9	2	4	6	9	50	-	-	41
5.	CEPEDA, Maria	33	F	102	144	5	6	7	7	5	6	5	5	4	5	4	6	6	9	3	3	8	56	450	0	5	394
6.	DAVIS, Laura	31	F	105	167	7	8	7	7	6	8	5	5	4	6	2	8	9	9	1	5	15	73	180	-	-	107
7.	ESTRADA, Richard	27	M	120	140	5	8	7	7	5	7	2	4	4	5	6	7	9	9	2	5	13	100	375	10	15	275
8.	FLORES, Ester	28	F	116	172	7	8	6	7	3	6	2	4	4	5	5	7	7	8	2	4	15	375	492	0	25	117
9.	MEDINA, Debra	34	F	116	123	7	8	6	7	3	9	4	7	4	5	4	6	9	9	1	5	18	500	1200	100	300	700
10.	MONTERO, Junice	21	M	108	110	4	4	7	7	4	7	4	4	4	4	2	6	7	7	2	4	9	225	337	16	80	82
11.	MURIN, Jorge	16	M	142		4		4		3		2		4		5		6		2			5		5		
12.	PEREZ, Lorraine	30	F	76	72	3	4	7	7	1	4	3	4	1	4	3	3	9	9	2	3	9	0	0	3	7	0
13.	RODRIGUEZ, Gabriel	23	M	136	130	5	6	3	7	2	3	2	3	4	4	2	6	9	9	1	3	13	19	95	0	0	76
14.	ROMERO, Diena	17	F	134	138	3	5	6	6	3	5	2	3	4	4	3	6	6	9	2	3	12	2	138	0	0	136
15.	RUIZ, Henry	23	M	95		2		6		4		4		4		5		9		1			10		300		
16.	SARMENTO, Richard	19	M	122		6		7		5		4		4		6		9		3			150				
17.	ST. JOHN, Terry	21	M	108	120	4	7	6	7	3	4	5	5	4	6	6	8	9	9	1	4	11	206	350	0	0	144
18.	VILLARREAL, Yessnia	14	F	139		3	3	3	5	2	2	2	3	4	4	2	5	6	7	1	1	7	3	75	0	5	72

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APPENDIX C - OTHER DATA

DATA ON MODELS AND MATERIALS

PAGE

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STATISTICS ON MODELS AND THEIR PROGRESS

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9-72 to 1-73

MODELS		NO. IN EACH	COMMUNITY	INCREASE OR DECREASE IN PRE-POST INVENTORIES AND TESTS						RATINGS OF PUBLICATIONS BY PARENTS AND STAFF															AMOUNT OF COMMUNITY PUBLICITY		
				1. P.S.		2. D.S.I.		3. VINE.		MANUAL			4. D.H. C.L.			5. PRE. ACT.			6. C.L. D.			7. L.G.					
				I	D	I	D	I	D	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L	LG.	MED.	SH.
FOLLOW-UP	HOME DEM.	25	Santa Maria	X		X			X	X					X	X				X		X				X	
		7	Guadalupe	X		X			X	X					X	X				X		X				X	
	TEEN-TUTOR	--	--																								
	MOTHER GR.	6	Santa Maria	X		X			X	X					X	X				X		X					
	SELF-INSTR.	30	Santa Maria Guadalupe	X		X			X			X			X	X				X		X					
HOME DEMONSTRATION		21	Goleta	X		X		X		X			X			X				X				X	X		
TEEN-TUTOR		25	Carpinteria	X		X		X		X				X		X				X			X		X		
MOTHER GROUPS		20	Lompoc	X		X		X		X				X		X				X		X			X		

1. **P.S. - Parent Survey.**
2. D.S.I. - Developmental Sequence for Infants
3. VINE. - Vineland Social Maturity Scale
4. D.H.C.L. - Discovering How Children Learn
5. PRE. ACT. - Prescriptive Activities
6. C.L.D. - Children Learn by Doing
7. L.G. - Language Games

COMPARATIVE RESULTS OF MODELS

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	MODELS											
	HOME DEMONSTRATION		MOTHERS' GROUP		HIGH SCHOOL TEEN-TUTOR		COMBINED		TOTAL GAINS		AVERAGE GAINS	
	1st**	2nd***	1st	2nd	1st	2nd	1st	2nd	1st	2nd	1st	2nd
SOCIAL QUOTIENT *(VSMS)												
Total Gain	236	172	307	183		247	421	493	964	1170	15	14
Total Average	13	13	16	10		10	15	17				
DEVELOPMENTAL TASKS												
Total Gain	213	124	174	169	107	249	211	330	785	958	8	10
Total Average	12	9	9	9	4	10	5	11				
VOCABULARY												
Total Gain	1486	1460	2745	2785	1164	1485	2717	3532	8208	9344	84	108
Total Average	83	104	144	155	53	62	71	118				

*Vineland Social Maturity Scale
**1st Group - October, 1972 through January, 1973
*** 2nd Group - January, 1973 through May, 1973

SUMMARY ON FOLLOW-UP STATISTICS

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CATEGORIES	AGE GROUP IN MONTHS	AVERAGE GAINS BY MODELS								AVERAGE TOTAL GAINS	
		HOME DEMONSTRATION		MOTHER'S GROUP		TEEN-TUTORS		COMBINED MODELS			
		1st*	2nd**	1st	2nd	1st	2nd	1st	2nd	1st	2nd
DEVELOPMENTAL TASKS	12 to 18	12	8	16	17	11	5	-	-	13	10
	18 to 24	13	7	31	6	12	5	10	9	17	7
	24 to 30	9	7	9	11	9	7	14	11	10	9
	30 to 36	14	5	-	-	14	4	15	6	14	5
	36 +							2	3	2	3
TOTAL GAIN BY MODEL		48	27	56	34	46	21	41	29	11	7
VOCABULARY	12 to 18	11	10	-	-	4	4	***N/A	N/A		
	18 to 24	173	421	727	1250	184	269	N/A	N/A		
	24 to 30	147	500	N/A	N/A	31	50	N/A	N/A		
	30 to 36	-	-	N/A	N/A	357	296	N/A	N/A		
	36 +	-	-	-	-	-	-	-	-		
TOTAL GAIN BY MODELS		324	931	727	1250	576	619	N/A	N/A	542	933

*1st Period - October, 1972 through January, 1973 (Directed by liaison.)
**2nd Period - January, 1973 through May, 1973 (Non-directed.)
***Subjects not available

FOLLOW-UP COMPILATION OF PARTICIPANTS
JANUARY, 1973 TO MAY, 1973

Model TEEN-TUTOR

Home Liaison KAREN ARRAS

Community CARPINTERIA

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				DEVELOPMENTAL SEQUENCES																													
NAME OF CHILD	AGE ENTER. PROC.	VSMS		INDIVIDUAL-SOCIAL						FINE MOVEMENT						LANGUAGE						GROSS MOVEMENT						TOTAL GAINS (LOSS)		VOCABULARY			TOTAL GAINS (LOSS)
				Social			Individ.			Writing			Coordin.			Speech			Compre.			Walking			Balance								
Last, First		1	2	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	2	3	1	2	3	
ARANDA, Angelica	24	107	N/A*	7	7	7	5	5	6	4	4	6	5	5	7	4	4	7	3	3	7	9	0	9	3	3	3	0	13	5	10	18	8
CARRILLO, Guadalupe	21	145	"	7	7	7	5	6	6	4	6	6	5	8	8	5	7	8	3	5	6	9	9	9	3	3	4	10	3	7	20	55	35
COBIAN, Jose Juan	26	141	"	7	7	7	5	7	3	4	6	6	5	8	8	7	7	8	4	6	7	7	9	9	3	5	6	12	6	10	25	30	5
DAMIAN, Gonzolo	25	124	"	7	7	7	5	5	6	3	6	6	6	8	8	4	6	6	3	5	6	9	9	9	3	3	4	9	3	4	10	19	9
DUARTE, Leticia	19	145	"	7	7	7	4	6	6	2	4	5	3	8	8	3	5	6	1	5	6	9	9	9	2	2	5	15	6	7	29	98	69
FAVERO, Madelyn	28	108	"	6	7	7	6	7	7	3	5	6	3	7	8	4	6	7	4	5	7	9	9	9	3	5	7	13	7	338	668	N/A	
FLORES, Fernando	15	153	"	4	7	6	2	5	5	3	4	4	3	6	7	1	1	1	2	3	4	5	7	9	0	3	3	18	1	2	4	4	0
FRANZ, Kelli	18	185	"	7	7	7	2	5	6	3	5	6	4	7	8	5	6	7	4	5	6	9	9	9	2	5	5	13	5	193	250	306	56
GONZALES, Jorge	25	112	"	7	7	7	1	5	5	5	6	6	4	7	7	5	6	6	4	5	6	6	9	9	1	1	3	13	3	15	30	41	11
GONZALES, Juanita	15	117	"	6	7	7	4	5	4	4	4	5	5	5	7	1	2	4	2	3	4	7	8	9	0	0	2	5	9	8	20	N/A	
GARCIA, Cirilo	22	119	"	7	7	7	2	5	5	4	5	5	4	6	8	2	3	7	2	4	6	6	8	9	3	3	5	11	7	4	7	N/A	

1. Pre Score - 9/72
2. Post Score - 1/73
3. Post Score - 5/73

*Subjects not available.

FOLLOW-UP COMPILATION OF PARTICIPANTS
JANUARY, 1973 TO MAY, 1973

Model TEEN-TUTOR

Home Liaison KAREN ARRAS

Community CARPINTERIA

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				DEVELOPMENTAL SEQUENCES																													
NAME OF CHILD	AGE ENTER. PROG.	VSMS		INDIVIDUAL-SOCIAL						FINE MOVEMENT						LANGUAGE						GROSS MOVEMENT						TOTAL GAINS (LOSS)		VOCABULARY			TOTAL GAINS (LOSS)
				Social			Individ.			Writing			Coordin.			Speech			Compre.			Walking			Balance								
Last, First		1	2	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			1	2	3	
HALL, Todd	28	90	N/A	6	7	7	4	4	5	4	5	5	4	5	6	3	4	5	4	4	6	7	8	8	0	0	2	5	7	25	75	141	116
LOPEZ, Philip	33	110	"	7	7	7	4	5	5	3	6	6	8	8	8	6	6	7	5	5	5	9	9	9	3	5	6	6	2	35	478	690	555
PITTS, Janet	19	82	"	6	7	7	2	5	6	4	5	5	5	6	7	3	6	6	2	4	5	7	9	9	0	2	4	16	5	52	196	298	102
QUEROGA, Denise	23	115	"	7	7	7	5	6	7	4	5	5	4	7	8	6	7	7	5	6	6	9	9	9	2	4	5	9	3	375	436	537	101
RAMOS, Jose	26	112	"	7	7	7	5	7	8	4	6	6	5	8	8	4	6	7	3	6	7	9	9	9	5	5	7	12	5	20	40	50	10
ROMERO, Guadalupe	18	137	"	7	7	7	4	5	4	4	5	5	4	6	6	3	6	7	4	4	6	9	9	9	2	4	4	9	2	6	18	24	6
SALINAS, Juana	35	117	"	7	7	7	4	8	8	4	7	10	4	8	8	6	8	8	3	7	7	9	9	9	2	6	8	21	5	11	25	38	13
WARDELL, Denise	21	103	"	7	7	7	6	7	8	3	5	7	5	7	8	5	6	7	5	6	6	9	9	9	1	5	5	11	5	340	520	571	51

1. Pre Score - 9/72
2. Post Score - 1/73
3. Post Score - 5/73

FOLLOW-UP COMPILATION OF PARTICIPANTS
JANUARY, 1973 TO MAY, 1973

Model HOME DEMONSTRATION

Home Liaison Sonya El-Hakkoui

Community GOLETA

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NAME OF CHILD	AGE ENTER. PROG.	VSMS		DEVELOPMENTAL SEQUENCES																										VOCABULARY			TOTAL GAINS (LOSS)
				INDIVIDUAL-SOCIAL						FINE MOVEMENT						LANGUAGE						GROSS MOVEMENT						TOTAL GAINS (LOSS)					
				Social			Individ.			Writing			Coordin.			Speech			Compre.			Walking			Balance								
Last, First		1	2	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	2	3	1	2	3	
ALMANZA, JAIME	33	135	141	7	7	7	4	5	7	4	8	9	6	8	8	6	8	8	5	6	7	9	9	9	2	6	7	14	5	0	20	50	30
CORRAL, Martin	32	122	123	7	7	7	4	7	8	5	8	9	5	7	8	4	6	6	3	5	5	9	9	9	0	4	5	16	4	10	20	30	10
DE SALES, Marcos	14	85	126	3	7	7	2	3	3	2	3	4	3	4	5	1	1	2	1	3	3	2	6	8	0	0	2	13	7	1	3	3	0
GUTIERREZ, Louis	23	142	148	7	7	7	3	5	6	3	5	5	5	7	8	4	5	6	3	5	9	9	9	0	3	4	4	12	4	50	90	270	80
HAMMOCK, David	17	133	150	4	7	7	2	3	5	3	4	5	3	5	6	2	4	5	3	4	5	7	8	9	1	1	3	11	9	5	17	200	183
MALDONADO, Mary	18	145	168	5	6	6	2	3	5	4	7	7	3	5	7	3	5	7	3	4	5	7	8	9	0	1	3	12	9	15	54	300	285
MAYA, Theresa	22	158	166	6	7	7	3	6	8	3	5	5	4	8	8	4	6	8	2	4	5	8	9	9	2	5	7	18	7	144	279	450	306
MONICHL, Julie	22	200	211	7	7	7	4	8	8	4	7	7	5	7	8	6	9	9	5	6	7	9	9	9	4	5	7	14	4	284	462	1200	916
OROSCO, Jess Jr.	22	160	160	5	7	7	3	4	6	3	4	5	5	8	8	4	7	7	2	4	6	9	9	9	3	4	5	13	6	8	39	60	52
VILLEBURN, Tara	24	180	173	7	7	7	3	6	7	3	5	5	4	7	8	5	5	8	5	6	6	9	9	9	3	3	5	9	7	92	147	500	418
ZANELLI, Joey	22	157	157	7	7	7	3	4	5	3	5	5	4	7	8	4	5	6	2	4	5	9	9	9	3	5	5	11	4	38	115	250	212

1. Pre Score - 9/72
2. Post Score - 1/73
3. Post Score - 5/73

FOLLOW-UP COMPILATION OF PARTICIPANTS
JANUARY, 1973 TO MAY, 1973

Model COMBINED

Home Liaison Cecilia Perez

Community GUADALUPE

BEST COPY AVAILABLE

NAME OF CHILD	AGE ENTER. PROG.	VSMS		DEVELOPMENTAL SEQUENCES																										VOCABULARY			TOTAL GAINS (LOSS)
				INDIVIDUAL-SOCIAL						FINE MOVEMENT						LANGUAGE						GROSS MOVEMENT						TOTAL GAINS (LOSS)					
				Social			Individ.			Writing			Coordin.			Speech			Compre.			Walking			Balance								
Last, First		1	2	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			1	2	3	
GAMEZ, Catarina	42	*N/A	N/A	7	7	7	8	8	8	10	11	11	8	8	8	6	6	9	4	6	7	9	9	9	8	8	8	2 3	3 4	480	510	N/A	N/A
GAMEZ, Gabriele	32	"	"	7	7	7	8	8	8	5	11	11	8	8	8	5	7	7	5	7	7	9	9	9	6	7	7	11	0	5	14	"	"
GUERRERO, Carmen	47	"	"	7	7	7	8	8	8	11	11	11	8	8	8	7	8	9	8	8	8	9	9	9	8	8	8	1	1	264	496	"	"
RAMOS, Carlos	35	"	"	6	6	7	7	8	8	5	6	11	8	8	8	5	7	9	4	5	7	9	9	9	6	7	8	8	11	120	177	"	"
ZEPEDA, Rose Marie	23	"	"	4	7	7	7	7	8	6	6	8	5	8	8	5	6	9	1	4	5	9	9	9	1	4	8	13	11	90	130	"	"

1. Pre Score - 9/72
2. Post Score - 1/73
3. Post Score - 5/73

*Subjects not available.

FOLLOW-UP COMPILATION OF PARTICIPANTS
JANUARY, 1973 TO MAY, 1973

Model MOTHERS' GROUP

Home Liaison Marie La Riva

Community LCMPOC

BEST COPY AVAILABLE

NAME OF CHILD	AGE ENTER. PROG.	VSMS		DEVELOPMENTAL SEQUENCES																										VOCABULARY			TOTAL GAINS (LOSS)
				INDIVIDUAL-SOCIAL						FINE MOVEMENT						LANGUAGE						GROSS MOVEMENT						TOTAL GAINS (LOSS)					
				Social			Individ.			Writing			Coordin.			Speech			Compre.			Walking			Balance								
Last, First		1	2	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	2	3	1	2	3	
CHAVEZ, Carmen	22	114	115	7	7	7	3	8	8	3	7	11	5	8	8	1	9	3	6	7	7	7	8	9	1	8	8	31	6	5	205	N/A *	N/A
CORNETT, Peggy	17	165	180	5	7	7	3	7	8	3	5	7	6	8	8	4	6	8	3	7	7	9	9	9	0	3	7	19	12	200	820	1200	1000
CUMMINGS, Jamie	17	141	124	6	7	7	3	5	8	4	5	11	6	7	8	3	5	9	3	3	7	8	9	9	0	1	7	9	24	209	354	N/A	N/A
SAKRY, Paul	25	120	114	7	7	7	5	8	8	5	6	11	8	8	8	6	8	9	4	6	7	9	9	9	3	4	8	9	11	207	556	N/A	N/A
WHEATON, Kathy	17	147	185	5	7	7	3	6	7	3	5	7	5	7	8	5	8	8	3	6	6	9	9	9	0	5	6	20	16	150	634	1250	626

1. Pre Score - 9/72
2. Post Score - 1/73
3. Post Score - 5/73

*Subjects not available.

FOLLOW-UP COMPILATION OF PARTICIPANTS
JANUARY, 1973 TO MAY, 1973

Model COMBINED

Home Liaison Cecilia Perez

Community SANTA MARIA

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NAME OF CHILD Last, First	AGE ENTER. PROG.	VSMS		DEVELOPMENTAL SEQUENCES																																						VOCABULARY			TOTAL GAINS (LOSS)
				INDIVIDUAL-SOCIAL						FINE MOVEMENT						LANGUAGE						GROSS MOVEMENT						TOTAL GAINS (LOSS)															
				Social			Individ.			Writing			Coordin.			Speech			Concept.			Walking			Balance																		
		1	2	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	2	3											1	2	3	
ACOSTA, Lisa	41	180	180	7	7	7	8	8	8	8	8	8	8	8	8	8	8	9	7	7	7	9	9	9	8	8	5	5	10											1441	1790	N/A*	N/A
BANESA, Isabella	23	98	105	7	7	7	7	8	8	4	5	9	8	8	8	4	5	5	4	4	5	9	9	9	2	5	6	6	6											308	313	"	"
DIAZ, Sandra	35	133	133	7	7	7	6	7	8	8	8	8	8	8	8	8	8	8	2	3	3	9	9	9	8	8	8	2	1											50	70	"	"
DE LEON, Sofia	30	140	140	7	7	7	6	7	7	5	6	6	6	8	8	8	8	8	5	5	5	9	9	9	3	3	4	4	1											445	502	"	"
GUINO, Anthony	26	166	197	7	7	7	6	8	8	3	5	7	8	8	8	6	7	7	3	5	7	9	9	9	5	6	6	8	4											235	260	"	"
CHINO, Mark	44	101	120	7	7	7	8	8	8	11	11	11	8	8	8	5	7	8	7	7	7	9	9	9	8	8	8	2	1											960	985	"	"
GUZMAN, Martin	44	103	103	7	7	7	8	8	8	11	11	11	8	8	8	7	8	8	7	7	7	9	9	9	8	8	8	1	0											298	345	"	"
RUBIO, Juana	37	150	150	7	7	7	7	8	8	11	11	11	8	8	8	7	9	9	5	7	7	9	9	9	6	6	8	5	2											194	308	"	"
RULE, Kenneth	44	-	-	7	7	7	8	8	8	5	6	9	7	7	8	3	3	9	4	5	7	7	9	9	4	5	8	3	14											29	50	"	"
TREVINO, Oscar	50	-	-	7	7	7	8	8	8	10	10	11	8	8	8	8	8	9	5	5	7	9	9	9	6	7	8	1	5											900	1100	"	"
VEGA, Estella	40	183	144	7	7	7	8	8	8	9	10	10	8	8	8	7	8	8	7	7	7	9	9	9	8	8	8	3	0											301	400	"	"

1. Pre Score - 9/72
2. Post Score - 1/73
3. Post Score - 5/73

*Subjects not available.

FOLLOW-UP COMPILATION OF PARTICIPANTS
JANUARY, 1973 TO MAY, 1973

Model COMBINED

Home Liaison Cecilia Perez

Community SANTA MARIA

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NAME OF CHILD	AGE ENTER. PROC.	VSMS		DEVELOPMENTAL SEQUENCES																										VOCABULARY			TOTAL GAINS (LOSS)
				INDIVIDUAL-SOCIAL						FINE MOVEMENT						LANGUAGE						GROSS MOVEMENT						TOTAL GAINS (LOSS)					
				Social			Individ.			Writing			Coordin.			Speech			Compre.			Walking			Balance								
Last, First		1	2	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			1	2	3	
VEGA, Maria	25	171	120	7	7	7	8	8	8	4	6	6	7	8	8	5	6	6	3	5	9	9	9	8	8	8	8	2 6	3 0	90	95	N/A*	
WILLIS, Steven	50	N/A	N/A	7	7	7	8	8	8	8	11	11	8	8	8	9	9	9	7	7	7	9	9	9	8	8	8	3	0	1195	1285	"	

1. Pre Score - 9/72
2. Post Score - 1/73
3. Post Score - 5/73

*Subject not available.

STATISTICS ON I.D.E.A. "FOLLOW-THROUGH" CHILDREN

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No.	CHILDREN'S NAMES Last, First	BIRTH-DATE	M or F	AGE BEGAN PRO-GRAM (Mos.)	MOS. IN PRO-GRAM	[illegible] 1972 to June, 1973 DEVELOPMENT. TASKS (105) DSI Pre	DSI Po.	GAIN	VOCABULARY ENGLISH Pre	Po.	To.	GAIN	STANDARDIZED TESTS (67) 1 DSI Pre	Po.	2 PPVT Pre	Po.	(50) APALL Pre	Po.	FAMILY STATISTICS SPOKEN LAN-GUAGE	YEARS OF EDUCATION Mom	Dad	Coats 1331 Ad.St Adm.	GUADALUPE 1972 to 1973 COMPARATIVE CLASSROOM RATINGS BY TEACHER 3 [illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	
1.	ARCOS, Jeremias	7/5/68	M	29	18	76	104	28	50	100	200	150	65	67	99	104	36	42	Eng.	12	–	1331	H	M	H	H	H	H	
2.	CÓSTILLO, Regina	1/4/69	F	22	18	74	101	27	30	567	985	955	61	66	136	99	34	34	Eng.	10	9	Ad.St.	M	M	H	M	M	M	
3.	FERNANDEZ, Betty	12/1/7	F	30	13	71	102	31	13	323	596	553	60	64	-	65	32	37	Span.	8	6 Mex.	At home	M	L	M	L	M	M	
4.	FERNANDEZ, Henry	12/20/6	M	34	7	83	99	16	0		219	219	57	67	121	90	40	33	Span. Eng.	6	12	1331	H	H	H	M	M	M	
5.	MACANA, Baltazar	1/4/68	M	22	6	67	95	28	0	79	527	527	55	63	111	69	32	24	Span.	4 Mex.	3 Mex.	1331	L	L	M	L	L	L	
6.	MÁRTINEZ, Elias	10/28/6	M	24	19	73	95	22	0	35	372	372	61	64	114	85	32	27	Span.	6	9	1331	H	M	H	L	L	M	
7.	RAMOS, Jesus	6/8/68	M	30	17	65	99	34	3	136	589	586	59	67	110	89	30	33	Span.	7	6	1331	H	H	H	M	L	L	

1Developmental Sequence Inventory   2.Peabody Picture Vocabulary Test   3.Rate Child According to the Following Levels: H-High   M-Middle   L-Low

* She dropped out of 1331, but was tested in the home by the liaison.

STATISTICS ON I.D.E.A. "FOLLOW-THROUGH" CHILDREN

BEST COPY AVAILABLE

KINDERGARTEN GROUP

						[illegible] 1970 to June, 1973																	1972 to 1973						
No.	CHILDREN'S NAMES	BIRTH-DATE	M or F	AGE BEGAN PROGRAM (Mos)	MOS. IN PROGRAM	DEVELOPMENTAL TASKS (105) Denver		GAIN	VOCABULARY ENGLISH			GAIN	STANDARDIZED TESTS (67) 1 DSI		2 PPVT		(50) APELL		FAMILY STATISTICS SPOKEN LANGUAGE	YEARS OF EDUCATION		Grade 1973 [illegible]	COMPARATIVE CLASSROOM RATINGS BY TEACHER 3 [illegible]	[illegible]	[illegible]	LANGUAGE	[illegible]	[illegible]	
	Last First					Pre	Po.		Pre	Po.	Po.		Pre	Po.	Pre	Po.	Pre	Po.		Mom	Dad	Kdgn.							
1.	ACOSTA, Alma		F	36	18	85	105	20	1	321	811	810			123		35		Eng. Span.			K	H	H	H	M	M	M	
2.	AVILA, Felipe		M	38	17	67	91	26	0	143	777	770			90		35		Eng. Span			K	M	M	M	H	M	M	
3.	DELUNA, Carol		F	36	18	85	103	18	31	283	947	916			127		46		Eng. Span.			K	H	H	H	H	H	H	
4.	VILLA, Victor		M	36	16.	82	105	23	135	384	400	265					32		Eng. Span.			K	*N/A	N/A	N/A	N/A	N/A	N/A	
	CONTROL																												
1.	ESQUIVEL, Julie		F														44					K	*N/A	N/A	N/A	N/A	N/A	N/A	
2.	REYES, Manuel		M														41					K	M	M	M	L	M	M	
3.	PALATO, Eddie		M														41					K	L	L	L	L	L	L	
4.	ZUBIA, Bertha		F														39					K	M	L	M	L	H	L	

1Developmental Sequence Inventory
*No accurate account recorded.

2.Peabody Picture Vocabulary Test

3.Rate Child According to the Following Levels:
H-High M-Middle L-Low

STATISTICS ON I.D.E.A. "FOLLOW-THROUGH" CHILDREN

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SANTA MARIA

No.	CHILDREN'S NAMES Last, First	BIRTH-DATE	M or F	AGE BEGAN PRO-GRAM (Mos)	MOS. IN PRO-GRAM	DECEMBER, 1970 to June, 1973													FAMILY STATISTICS			Contr 1331 Hd.St Cdpn.	1972 to 1973						
						DEVELOPMENT TASKS (105)			VOCABULARY				STANDARDIZED TESTS						SPOKEN LAN-GUAGE	YEARS OF EDUCATION			COMPARATIVE CLASSROOM RATINGS BY TEACHERS[3]						
						DDST		GAIN	ENGLISH			GAIN	(67) DSI[1]		PPVT[2]		(50) APELL												
						Pre	Po.		Pre	Po.	Po.		Pre	Po.	Pre	Po.	Pre	Po.		Mom	Dad		ATTENTION	BEHAVIOR	COOPER-ATION	LANGUAGE	LEADER-SHIP	VOCAB-ULARY	
* 1.	AGUIRRE, Debra M.	5/8/63	F	20	19	82	105	23	81	330	895	814	-	67	107	100	40	47	Eng.	10	10	Pre-sch'l	H	H	H	M	M	M	
2.	BARRAGON, Rosa	12/9/67	F	35	18	83	103	20	10	179	481	471	62	67	113	83	31	35	Span.	3 Mex.	5 Mex.	1331	H	H	H	M	M	M	
3.	BARRETO, Anastacio	4/15/63	M	32	19	77	101	24	5	74	489	484	64	66	127	101	41	42	Span.	0	0	1331	L	M	M	L	M	L	
4.	CUELLAR, Rebecca	12/22/7	F	36	17	85	105	20	28	329	493	465	-	67	-	107	37	41	Eng. Span.	10	9	1331	M	H	H	H	L	H	
5.	MARUFFO, Frances	7/27/8	F	28	18	77	102	25	110	422	682	572	56	67	128	89	30	34	Eng.	12	8	1331	M	H	H	M	L	M	
6.	MARTINEZ, Richard	1/13/8	M	34	17	84	103	19	36	295	744	708	66	67	98	109	38	38	Span. Eng.	9	8	1331	M	M	M	H	H	H	
7.	RIVERA, Marcella	4/4/68	M	32	17	85	102	17	2	85	581	479	62	67	93	103	34	43	Span.	8 Mex.	10	1331	H	M	H	H	H	H	
8.	SANCHEZ, Isreal	10/13/	M	25	19	73	90	17	7	89	302	295	58	62	84	85	35	40	Span. Eng.	6	0	1331	M	M	M	M	H	M	
9.	THOMAS, Coleen	8/10/8	F	27	23	75	93	18	43	120	550	507	66	67	-	103	36	42	Eng.	12	12	1331	H	M	H	H	H	H	

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[1] Developmental Sequence Inventory

[2] Peabody Picture Vocabulary Test

[3] Rate Child According to the Following Levels: H-High M-Middle L-Low

*Scholarship Allan Hancock College Nursery School

EVALUATION OF INFANT EDUCATION COMMITTEE

COMMUNITY	NO. OF MEMBERS	NAME OF CHAIRMAN	MEETING SCHEDULE	FUNCTIONAL PROGRESS (list items)	VALUE TO LIAISON			PHASE-IN PROGRESS
					H	M	L	
CARPINTERIA	13	Rev. Ron Timmons	3rd Wed. each month 1:00 p.m.	Selection of families. Funding Planning for take-over. Christmas party.	X			School District plans to do pre-school program.
GOLETA	20	Peter Fitzgerald	3rd Tues. each month 1:30 p.m.	Selection of families. Christmas project. Materials donated. Referrals. Publicity		X		Elem. School Dist. in Title I.
GUADALUPE	14	Maria Flores	3rd Fri. each month 3:00 p.m.	Referrals. Selection of families. 7th & 8th Grade Club.		X		Incorporation of Child Development Center.
LOMPOC	25	Sandi Skinner	3rd Tues. each month 9:30 a.m.	Selection of families. Christmas Party. Volunteers. Materials supplied. Publicity.	X			Mental Health Dept. Three P.T.A. Units.
SANTA MARIA	13	Ann Griffith	1st Wed. each month 2:00 p.m.	Teen-tutor S.M.H.S. P.T.A. & Mental Health Dept. Interest.			X	Possible S.M.H.S.

COMMENTS

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INFANT EDUCATION COMMITTEE

COMMUNITY CARPINTERIA

NAME OF MEMBER	ADDRESS	TELEPHONE	ORGANIZATION	IDENTIFICATION OF EACH PERSON IN COMMITTEE
SHIRLEY NAVARO	5025 Ninth Street	684-5051	Comm. Develop. Center	Director
COLLEEN THOMPSON	1551 Jay Street	684-2454	Main Elementary School Secretary	Secretary (Committe Co-Chair.
REV. JOHN IMBACH	1111 Vallecito Road	684-2211	Community Church	Pastor
FR. ROUGHAN	5084 El Carro Lane	684-2181	Catholic Church	Pastor
JEANIE HOGG	1325 Limu Drive	684-3988	Main School Secretary	Secretary (Committee Secretary)
MARY ELLEN NAVA	4351 Carpinteria Ave.	684-2238	Mother	Mother Involvement
MARIE MACIAS	5411 Shemara Street	684-2111	Services Center	Director
JAMES PERINO	4810 Foothill Road	684-4107	Assistant Principal High School	Assistant Principal
DR. WILLIAM CARTY	1400 Linden Avenue	684-4511	Superintendent of Unified School Dist.	Superintendent
PASTOR RON TIMMONS	1361 Vallecito Place	684-5376	Pastor of Faith Luthern Church	(Committee Chairman) Pastor
CRES DE ALBA	7674 Casitas Pass Road	684-4409	Carpinteria Unified School Board	Board Member
MARIA HERRERA	5025 Ninth Street	684-5051	Comm. Develop. Center	Aide
KAREN ARRAS	5950 Casitas Pass Road	684-5360	Project I.D.E.A.	Home Liaison

INFANT EDUCATION COMMITTEE

COMMUNITY GOLETA

NAME OF MEMBER	ADDRESS	TELEPHONE	ORGANIZATION	IDENTIFICATION OF EACH PERSON IN COMMITTEE
TONIE HERRERA	5733 Hollister Ave.#3	964-4113	Comm.Develop.Center	Director
KAY KRAMER	300 North Turnpike Ave	967-6110	Goleta Head Start	Director
CAROL BEESTROM	117 East Carrillo St.	965-0081	Santa Barbara County Welfare Dept.	
ERLEEN GOODELL	5230 James Road, S.B.	964-2252	Volunteer Worker	Sect. of Committee
JAN WHISTON	5326 Paseo Rio, S.B.	964-1898	Goleta Union School District	Board of Trustees
MR. & MRS. SAL DE ALBA	107 Cardinal Ave.	964-3201	Goleta Neighborhood Council	Chairman
FR. JOHN NIESSEN	5444 Hollister Ave.	967-5641	St. Raphaels Church	
PAT STRICKLAND	6214 Muirfiled Drive	967-2587	El Rancho School	
BILL ELLIOTT	5689 Hollister Ave.	964-4821	Goleta Union School District	Psychologist
DALE MERRILL	5689 Hollister Ave.	967-2614	Goleta Union School District	Principal
DR. PETER FITZGERALD	5689 Hollister Avenue	964-4821	Goleta Union School District	Vice-Chairman
JOHN ROMO	U.C.S.B.	961-2104	UCSB Dept. of Elem. School Education	Supervisor
JENNY MEDINA	4444 Calle Real, S.B.	964-6713	S. B. County Dept. of Mental Health	
DR. IRWIN LUNIANSKI	4444 Calle Real, S.B.	964-6713	S.B. County Dept. of Mental Health	
KATHY ITO	P. O. Box 13389, S.B.	961-2393	U.C.S.B. Community Action	
MR. & MRS. MANUEL VALENCIA	119-C Kellogg Ave.	967-4736	Parents	

INFANT EDUCATION COMMITTEE

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COMMUNITY GUADALUPE

NAME OF MEMBER	ADDRESS	TELEPHONE	ORGANIZATION	IDENTIFICATION OF EACH PERSON IN COMMITTEE
CAROL L. PHILP	1079 Perolta Street	3771	Family Council Cent.	Coordinator - Outreach, Mental Health
KERMIT MC KENZIE	918 Obispo Street	2321	Guadalupe Union Sch.	Superintendent
SISTER MARY ANN	1142 Guadalupe Street	2521	Maryknoll Sisters	Sister Superior
LIVIER HERNANDEZ	4449 Ceder Street	3331	Project I.D.E.A.	Family Aide
MRS. STEWART	P. O. Box 988	4271	Main Street School	Principal
ELVIA CONLEY	918 Obispo Street	5441	Title III Bilingual Program	Coordinator
MARY ALICE KINGSBURY	P. O. Box 486, S.M.	937-6365	Santa Barbara County Health Dept.	Public Health Nurse
H. FUTABA	P. O. Box 846	2653	Guadalupe Buddhist Church	Pastor
FRANK F. ALMAGUER	320 Cappodonico St.	6551	City of Guadalupe	City Councilman
FILING ABRIOLA	344 Camponico	4492	Senior Citizen CAC	Comm. Action Committee Assist. Senior Dir. SOS Program

INFANT EDUCATION COMMITTEE

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COMMUNITY LOMPOC

NAME OF MEMBER	ADDRESS	TELEPHONE	ORGANIZATION	IDENTIFICATION OF EACH PERSON IN COMMITTEE
TONI ADAMS	505 South Dahlia Crt.	736-5455	Interested Citizen	
MEL ANDERSON	205 North "H" Street	736-5691	Mental Health Dept.	Director Psychiatric-Social
JUDITH BURNS	908 West Anthony Way	735-1777	Jr. Alpha	
BARBARA DAMERON	313 North Third	736-2159	A.A.U.W.	
HOLLIE FARNUM	121 Somerset Place	736-7932	Lompoc PTA Council	
SHARON FIGEROA	445 Terra Way	733-1502	Jr. Alpha	
EILEEN HERRERA	308 South Seventh	736-4161	Intersted Citizen	
ALICE LOPEZ	118 South "E" Street	736-7335	C.D.C. - Lompoc	
EARLENE LOWTHROP	3916 Saturn Avenue	733-2591	PTA	
ANGIE REESE	118 South "E" Street	736-7335	Mothers Helping Hand	
VIRGINIA SHOEMAKER	295 Antares Avenue	733-1842	PTA	
GAIL STEIGER	224 Huntington Place	736-9349	Interested Citizen	
BOB THOMPSON	250 St. Andrews Way	733-2395	Director of Curriculum, L.U.S.D.	Coordinator
CONNIE TIJERINA	241 Poplar Vandenberg Air Force	734-5352	Interested Citizen	
PAT TORRES	409 South "U" Street	736-5868	Migelito PTA	
CAROL WHITMIRE	4178 Constellation Rd.	733-1656		

INFANT EDUCATION COMMITTEE

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COMMUNITY LOMPOC

NAME OF MEMBER	ADDRESS	TELEPHONE	ORGANIZATION	IDENTIFICATION OF EACH PERSON IN COMMITTEE
SANDY SKINNER	104 Huntington Place	736-9474		Committee Chairman
BETTY BIGGS	225 Somerset Place	736-0434		Committee Co-Chair.
KAREN SHUMEY	East Ocean and "B" St.	736-5375	Jr. Alpha	
CONNIE STEFFANS	213 Princeton Place	736-5796	PTA	
MARY FLORES	4419 Second Street	736-2031	Child Develop. Cent.	

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INFANT EDUCATION COMMITTEE

COMMUNITY SANTA MARIA

NAME OF MEMBER	ADDRESS	TELEPHONE	ORGANIZATION	IDENTIFICATION OF EACH PERSON IN COMMITTEE
BOB DAY	314 West Cook Street	955-4756	Cook Street School	Principal
DOROTHY PARKS	1353 South Thornburg	955-5965		
JOE WILEY	312 East Cook Street	955-0911	Welfare Department	Director
PATRICIO FLORES	429 South Broadway	922-5967	Comm.Develop.Center	Director
HECTOR CHAVARRIA	829 South Lincoln	922-4573	S.M. High School	Director Vocational Education
LESLIE COX	211 Siler Lane		S.M. Elem. School	Curriculum Coordin.
ANNE GRIFFITH	4655 Lydia Lane		"Love Nursery"	Director
HENRIETTA WICKENDON	Pinal & Norris, Orcutt	937-6131	Mary Grisham Elem. School	Principal
DON WICKS	607 West Main	2-2059	Catholic Welfare Bur.	Director
DOROTHY JONES	1207 Patterson Road	7-1767	Pres. PTA Council	Secretary
LOUELLA SNIDER	255 Winter Road	937-2511	Joe Nighting Elem. School	Principal
JOANN WILSON	800 South College Dr.	2-7711	Child Development Center	Director Hancock College
GLORIA PALATO	607-A West Cook		Project I.D.E.A.	Parent
SUSIE ARMENTA	941 East Foster Road		Righetti High School	Liaison
JERRY BURTON	207 South Boradway	922-5701	Mental Health Service	Social Worker - Psychiatric

PROJECT I.D.E.A. — HOME
SANTA BARBARA COUNTY SCHOOLS OFFICE

RECOMMENDED EDUCATIONAL MATERIALS

LIST OF EDUCATIONAL MATERIALS	USED IN SEQUENCES					MOST FREQUENTLY USED AT AGES							DURABILITY			USABILITY			EFFECTIVENESS			
	CH.	FH	LWG	P.S.	V.	1 1½	1½ 2	2 2½	2½ 3	3 3½	3½ 4	4+	Sturdy	Medium	Poor	Frequent	Medium	Limited	High	Medium	Low	Cost
Add-a-Rack	x	x	x	x		x	x	x	x	x			x	x		x	x		x	x		3.00
Animals, Rubber Farm		x	x	x	x	x	x	x	x	x			x	x		x	x		x			8.95
Balls, rubber	x	x	x	x			x	x	x	x	x		x			x			x			3.00
Balls, Clutch	x		x			x	x	x		x			x				x		x	x		.58
Balls, Giant Foam	x		x				x	x						x		x			x	x		8.00
Bear, Button 'n Bow		x		x	x		x	x		x			x	x		x	x		x	x		1.00
Bells	x	x	x							x			x			x			x			.79
Blocks, Foam	x	x	x				x	x	x		x		x	x		x	x		x	x		8.00
Blocks, wooden	x	x	x		x	x	x		x				x	x		x	x		x	x		.89
Cards, playing, flash		x	x	x				x	x	x	x			x		x	x		x	x		1.25
Cars		x				x		x					x			x			x			
Chalkboards		x	x	x	x		x	x	x	x	x		x		x	x	x		x	x		
Cloth-remnents		x	x	x	x			x	x	x	x						x		x	x		15.00
Colored Chips & Pegs		x	x					x	x	x	x		x	x		x	x		x	x		2.50
Crayons		x	x		x		x	x	x	x	x	x	x	x		x			x			
Cup		x	x	x		x	x	x					x			x			x			
Disks, color stacking	x	x	x	x	x	x	x	x	x	x			x			x	x		x			3.50
Dolls, Dapper Dan		x	x	x	x		x	x	x	x			x			x	x		x			5.99
Doll, Dressy Bessy		x	x	x	x		x	x	x	x			x			x	x		x	x		5.99
Dresser set, fancy																			x	x		2.50
Engine, toot-toot	x		x			x	x	x					x			x			x			1.17
Flan-o-Graph		x	x	x			x	x	x	x	x			x		x	x		x			3.00
Flannel board Story Kit		x	x	x				x	x	x				x	x		x		x	x		2.50
Flannel Farm Animals		x	x		x		x	x	x	x	x			x	x	x	x		x	x		2.50
Flannel Family		x	x		x			x	x	x				x		x	x		x	x		3.00
Flannel Opposites		x	x		x			x		x			x	x		x	x		x	x		
Foot Prints walking	x		x					x	x	x				x		x			x			
Fruit assortment		x	x	x	x		x	x	x	x	x		x	x		x	x		x	x		8.50
Glasses			x		x					x				x				x	x			.49
Interactive games		x	x	x				x	x		x		x	x		x			x	x		1.25
Lottos, Learning		x	x	x				x	x	x	x		x			x	x		x	x		3.98
Magazines		x	x	x	x		x	x	x	x	x	x		x	x	x		x	x	x		
Match people & their jobs		x	x						x				x			x			x			.95
Metal			x		x					x				x				x	x			

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IV. RECOMMENDED EDUCATIONAL MATERIALS

LIST OF EDUCATIONAL MATERIALS	USED IN SEQUENCES					MOST FREQUENTLY USED IN AGES							DURABILITY			USEABILITY			EFFECTIVENESS			
	CH.	FH	LANG	P.S.	V.	1 1½	1½ 2	2 2½	2½ 3	3 3½	4½ 4	4+	Sturdy	Medium	Poor	Frequent	Medium	Limited	High	Medium	Low	Cost
Mirrors, See Me Set	x	x	x	x		x	x	x	x	x			x	x		x	x		x	x		.89
Paper	x	x	x		x		x	x	x	x	x	x	x			x			x			
Paste	x	x	x				x	x	x	x	x	x	x			x			x	x		
Picture Poster			x				x							x		x			x			
Pipe Cleaner		x	x				x	x	x	x	x		x	x		x	x		x			.49
Postal Service Station		x	x		x	x	x	x	x	x	x		x	x		x		x	x	x		4.75
Puppets, finger	x	x	x	x	x		x	x	x	x	x		x	x		x	x		x	x		
Purse with mirror			x	x			x	x	x				x				x		x			.49
Puzzles, airplane		x	x				x	x	x	x			x				x		x			2.50
Puzzles, In-lay																						
Car		x	x	x				x	x	x			x			x	x		x	x		1,85
Clown		x	x				x	x	x			x	x	x			x	x		x		1.85
Dog		x	x						x				x				x		x			2.10
Duck		x	x						x				x	x			x		x			2,10
Gingerbread Boy		x	x						x	x			x			x	x		x	x		2.50
Round Rubber Puzzles		x	x	x	x		x	x	x	x			x	x		x	x		x	x		
Puzzle - Lotto																						
Around the House		x	x	x	x		x	x	x	x	x		x	x		x	x		x	x		2.10
Puzzles - Wood, Birds		x	x				x	x		x			x			x	x		x	x		1.85
Birthday Cake		x	x		x		x	x	x	x			x			x	x		x	x		1.85
Girl		x						x					x			x	x		x	x		1.99
Stand-up				x					x				x				x			x		
Rabbit			x	x			x	x	x	x			x			x	x		x	x		
Ring Toss	x	x	x				x	x	x				x	x		x	x		x			
Romper Room Noah's Ark		x	x				x		x	x			x	x		x	x		x	x		5.99
Scissors	x	x	x	x			x	x	x	x	x	x	x	x		x	x		x	x		
Shapes and Pegs		x	x					x	x	x		x	x				x		x			3.39
Tea sets, plastic		x	x				x	x	x					x			x		x		x	.57
Ting-a-ling Bingo		x	x	x	x			x	x	x	x		x			x	x		x			
Tricycles	x		x	x			x	x	x	x			x	x		x	x		x	x		10.00
Tricycles, small	x		x	x		x	x	x					x			x	x		x			10.86
Vegetable assortment		x	x	x				x	x	x	x		x			x	x		x	x		8.50
Zoo, Playskool			x			x							x				x		x			2.87
Zoo-it-Yourself	x	x	x	x	x		x	x	x	x	x		x	x		x	x		x	x		3.96

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